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**17. ABSTRACT (MAX. 250 WORDS)**

The curriculum was especially designed for potential dropouts. The curriculum base should relate to the regular tenth grade curriculum and to the pupil's ability, to the end that he may not be set apart from his peer group. These boys are extremely sensitive. The have short attention spans and appear lazy and indifferent in order to conceal their inability to comprehend. Individual instruction has proven to be the most effective method.

General objectives are to help the boys grow in an awareness of capabilities and responsibilities. They should learn that successful employment requires good habits and a good education. Skills in language, reading, and computation are basic.

It is important for the curriculum to appear practical in nature. The units are designed to help the students learn through their experiences. Sections are: "Guidance," "Communications," "Computation," and "Social Living." Each unit is outlined according to content and learning activities.

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# CURRICULUM GUIDE
for the
# WORK-STUDY PROGRAM
Grade Ten

Noncirculating Copy
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CURRICULUM LABORATORY
California State Department of Education

July, 1963

Kansas City, Missouri, Public Schools

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This Work-Study Curriculum Guide is the third in the sequence of the study-work experience project for boys who are potential drop-outs. The project is a cooperative venture of the Kansas City, Missouri, Public Schools, the Kansas City Association of Trusts and Foundations and the Ford Foundation.

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# INTRODUCTION

## Work-Study Curriculum - Grade Ten

This proposed curriculum for tenth grade boys is an experimental program under the direction of the Work-Study Project of the Practical Arts Division and the Secondary Curriculum department of the Instructional Division.

The aims of the research project are to:

1. Build better pupil self concepts and self understandings by establishing more realistic goals.
2. Improve basic skills in reading, speaking, listening, writing and computation.
3. Develop success habits and attitudes toward work and job activities.
4. Provide a functional curriculum that will meet pupil needs.
5. Establish a school climate that will help improve pupil social and emotional adjustment to our democratic culture.
6. Encourage the pupil to explore wholesome recreational and vocational opportunities.
7. Develop a functional knowledge of our government and the American heritage.
8. Recognize the importance of science in daily living.
9. Develop an understanding of the pupil's role as a consumer and as a worker in industry.
10. Encourage worthy home and family relationships.

The curriculum is structured in flexible patterns to help meet the needs of each individual pupil. However, the curriculum base relates to the general tenth grade curriculum and to the pupil's ability, to the end that he may not be set apart from his peer group in the senior high school setting.

In identifying and understanding these pupils, teachers should be constantly aware of the following pupil characteristics:

-poor reading abilities and habits
-poor work-study habits
-lack of interest in school and school work
-poor social attitudes
-irregular school attendance
-poor mental ability
-poor achievement record

Each teacher should carry on a guidance-centered approach to the class group and a counseling-centered approach to the individual pupil. Anecdotal records and accounts for each pupil should be kept with the focus upon growths and progress.

(See Appendix C) Such growths should be known by the pupil and can serve well as a basis for personal conferences. Here also is place for helping the boy interpret his growth to the parents.

Teachers in the Work-Study Project should feel free to seek the assistance of their school administrators and staff personnel, and the special services of the Secondary Curriculum and all of the departments will lend any assistance that can be of value to the teachers in the project.

Work supervisors and assistant supervisors in the work part of the project should strive to bring out and develop desirable potentials of these pupils. The goals of the program are to stimulate in the individual boy the following qualities:

-neat personal appearance
-punctuality
-dependability
-ability to work with others
-personal application on the job
-cooperativeness and initiative
-enthusiasm for work and its rewards

These qualities will tend to equip each individual boy to better meet the challenge of today's social world.

Finally, it is essential that the classroom teacher and the work supervisors consult and plan cooperatively from time to time so that the best results may be attained for both the in-class learning activities and in the pupil work-experience to the end that the basic hypothesis can be tested.

Gordon E. Wesner
Director of Secondary Curriculum

# GENERAL OBJECTIVES

To help pupils acquire an understanding of the relationship between getti
an education and successful employment

To help pupils learn how to find employment and to evaluate factors neces
to holding a job

To help pupils develop responsible work habits and attitudes toward 'on t
job' work experience

To help pupils develop an understanding of factors important for building
successful family life in trying times (health - safety - alcoholism)

To help pupils improve basic skills in reading, listening, speaking, writ
and computation

To help pupils recognize the seriousness of personal responsibility in th
operation of a motor car

To help pupils explore the cultural traits, living conditions and vocatio
opportunities open to the world's people

To help pupils recognize the importance of personal growth in emotional a
social behavior

To help pupils appraise their growth and progress toward the pursuit of
excellence, realistically

To help pupils appraise health and safety rules essential for successful
experience and for wholesome family living

## Suggestions to the Teacher

This Work-Study Curriculum Guide will be used most effectively if the teacher acquaints himself with the materials in each unit and selects from it what is most appropriate for his particular group of boys. This should be done in a manner that will make it possible to contribute to the development of many skills and promote improved learning attitudes.

In the area of language arts, a unit may well involve good usage, written work, library reference work, improving reading skills as well as reading for enjoyment. The teacher should feel free to cut across strict subject matter lines as he attacks a unit of work or as a desirable change of pace is needed. Good procedure should not be just "covering the course of study" but rather it should serve as a "base" of operation from which the teacher can expand learning experiences in a good climate for the learner ever mindful of the goals and values as stated in the general objectives.

A regular weekly schedule for certain types of work assigned to definite days of the week is very reassuring for this kind of boy. Such definite planning will give him a sense of order and direction and a security that often comes from routine. But the routine, while regular, should be flexible rather than rigid. Note that one day's activities often lead up to or include practice in the skills to be developed for another day. Provision should be made for those carrying part-time work in their schedule. Teachers will find Individual Contract Learning Activities throughout the various units or suggestions for such contract activities. These may be reproduced by hectographing or mimeographing for individual pupil completion as part of regular class periods.

The effective teacher learns something new about his pupils every day. These boys are individuals with the same basic needs and interests as all children. The following traits, however, are found to be present in many of the boys in varying degrees.

### Physical

Like to touch things
Is frequently absent
Appearance cannot be depended upon to indicate ability

### Mental

Is sensitive to inability to read
Has learned responses to categorical questions such as "Can you read?"
Has short attention span
Experiences difficulty in completing written work
Is precise on some minutia
Likes repetition such as in rote memory work, or structures work
Is unable to formulate own goals
Is dependent - likes to be told what to do by teacher
Cannot think through or follow steps
Needs frequent reminders in varying forms
Forgets easily and quickly
Procrastinates
Is deeply dramatic and the intensely illustrative impresses, instructs, and motivates him emotionally

## Emotional

(Many of these characteristics apply to all types of learners.)

Is sensitive to criticism
Appears lazy and indifferent in order to conceal inability to comprehend
May giggle uncontrollably
Responds violently to weather
Is sensitive to the feelings of others - at least expresses emotions because he has fewer inhibitions
Likes primary colors - splashy - indicative of maturity typical of fourth grader - fewer inhibitions
Doesn't know how to correct or erase errors - often covers them over with color or erases imperfectly
Is deficient in responsibility for his own actions such as wandering about the room, chewing on pencils, sharpening pencils to the end, squirming in seat, tapping pencils, and coming unprepared with no materials
Needs definite firmness, but with kindness and fairness (teacher needs patience)
May be very loud or unusually quiet and withdrawn from the group
Is emotionally unstable
Expresses very definite likes or dislikes
Has great lack of relative values, sees the immediate but not long term goals, can't see cause and effect
Does not possess self-control or the present ability to attain it
Responds positively to smiles, kindness, and praise
May look and act resentful and antagonistic - even when not feeling this way
Will shame and fear an incorrect behavior
May be sullen after a reprimand but forgets quickly
Is likely to argue explosively and expand unimportant points to favor his own argument
Is impulsive and impatient

## Social

Is ardently loyal once this feel has been achieved
Prefers individual instruction rather than much verbalizing from teacher
May be on the defensive until he knows you are "with" and "for" him
Likes to help teacher - such as running errands
Enjoys doing things with a fellow student
Is quick to sense moods and personal responses of others
Enjoys helping other students
Appreciates individual help more - many are not ready for group activity
Rejects imperfections in material and supplies more readily and more emphatically than does a student of more ability - he wants one like those the others were given, rather than objecting to the imperfections themselves

The Curriculum Guide will be used most effectively if the teacher acquaints himself with the material in each section and then selects from it what is appropriate for his class of slow learners. He should not attempt to cover all the material suggested for a given term. Any one exercise, from any one section, will contribute to the development of several skills, and the skill-development possibilities of each exercise should be appreciated.

An area may well involve good usage, written work, library reference work, reading skills, and even reading for enjoyment. If the class spends a great deal of time on such an area, the teacher should not feel that other sections of the Curriculum Guide are being neglected or that he and his students are not "covering the course of study."

The following suggestions should be helpful in working with your Work-Study Group:

1. Stress practical use of the dictionary.
2. Be practical concerning grammar.
3. Do not expect much or well-done writing.
4. Do try to develop a critical attitude toward written material.
5. Do not expect too much memory work.
6. In reading, begin where the pupil is. Do not assume anything.
7. Select reading materials according to the pupils' reading abilities and interests.
8. New words and concepts need much explaining.
9. Quizzes need to be simple in form and direction.
10. Individualize assignments and work as much as possible.
11. Be liberal and patient with careful explanations.
12. Seek continuously to increase their vocabulary and to extend their world of learning experiences.

In carrying out the procedures of the Work Study guide, it is important that teachers guide pupils in developing ideals of democratic thought and action. Our unique American way of life has its roots in the fulfillment of common aspirations through individual creative industry. The opportunity to transfer this heritage of individual men and women directing their energies and abilities toward a common goal offers a continuing challenge to every teacher.

The procedures suggested in the curriculum guide provide opportunities for teachers to develop meaningful classroom and work experience for the achievement of individual and group objectives. In dealing with individual pupils, the teacher should guide each pupil in discovering his creative potential. He should set attainable goals within the curriculum for both work and study. He should teach pupils a regard for excellency in individual achievement.

As members of a group, pupils need guidance in the value of shared experience for achieving common goals. The teacher should likewise stress the importance of the image each person creates for others. Certainly an enthusiasm for work as a way of life needs constant re-emphasis.

Above all, each teacher must realize his personal responsibility for spreading the contagion of joy in work. Young people quickly detect disinterest and apathy displayed by teachers. Teachers who work for a check at the end of the month will have students who work for a grade at the end of the semester. Boys in this program need the warm, personal interest of teachers whose goal is to produce responsible American citizens.

Finally, the work-study teacher should seek continuously to encourage each boy, as a learner, to develop the self-motivation to learn - to want to learn. This must be followed by the teaching of study methods, techniques, and learning materials to the point where the individual boy recognizes the know how and the know why, pursued to the end that each boy becomes more self-winding, and self-sustaining in functional, productive learning.

## Resource Unit I.: Wie Gehts? or How Am I Doing

Suggested Time - Two Weeks

### Overview

Since emphasis has been placed on personal adjustments to life situations during the first two years of the Work Study Program, the beginning of the third year (tenth grade) should find both pupil and teacher ready to assess the pupil's growth and development in this area. They need to explore the pupil's relationship with, and adjustment to, his family, his community, his peers, his teachers and his employers. This exploration is vital to the progress toward the ultimate goal of being able to operate effectively within the framework of his own capabilities.

### Specific Objectives

To develop an awareness of relationships to others
To help the pupil gain insight into the role of a responsible citizen
To give the pupil some practical experience in participating in the democratic process

### Outline of Content

Literature: The assignments in Adventures in Living may be grouped under the headings indicating specific values or problems.

Independence:
- "The Cub" - Lois Dykeman Kleihauer
- "Money Talks" - M. Jerry Weiss

Courage:
- "Do You Fear the Force of the Wind?" Hamlin Garland
- "An Underground Episode" - Edmund Ware
- "The Man-eating Tiger of Thak" - Jim Corbett

Satisfaction in Work:
- "I Hear America Singing" - Walt Whitman
- "South Toward Home" - Margaret Weymouth

Brotherhood and Love:
- Poem - "About Ben Adhem" - Leigh Hunt
- "The Little Black Ram" - Rumer Godden
- "The Picnic" - Mary Stolz

### Activities and Operational Procedures

Explain to pupils the meanings of the abstract words in the headings. Put meanings on the chalk board. Use these to motivate class discussion.

It is important to use specific examples to illustrate meanings, such as: courage means driving within the speed limit when the crowd urges you to speed.

---

In "The Cub," Bill uses physical strength as his measurement of independence.

Provide an opportunity for pupils to discuss the attitudes and values of the characters in the stories. Phrase questions so that students will take sides in the discussions.

Who is more mature - Dody or Simon? (Picnic)

Following each selection are questions and suggestions that may guide the discussions. The teacher can organize the discussions in a variety of ways.
Divide the story, "South Toward Home," according to periods of experiences for

| Outline of Content | Activities and Operational Procedures |
|---|---|
| | Rick: Leaving home and entering the plant, training with Andrews, and feeling a part of the pattern. Make one group responsible for bringing out significant facts in one period. Students should conclude that for full satisfaction a job has to be something more than a way to earn a living. |
| Acceptance of Defeat:<br>"The Long Night" - Lowell D. Blanton<br>"The Little Black Ram" - Rumer Godden | "The Long Night" and "The Little Black Ram" are alike in that they both end in defeat and may therefore create a surprising effect on the reader. Write lines that hinted at the endings (foreshadowing). See p. 510. Explain to pupils how the setting makes the ending plausible. |
| | The editors' comments following "The Little Black Ram" can open a full discussion of the fallacy of applying labels to groups without giving attention to the characteristics which differentiate the individuals within the group. The student should be warned against making conclusions about peoples of a certain race, nationality, religion, etc., when his experience has been limited. |
| | Directing students to find specific facts for reading aloud may be a part of the follow-up. For example: Read lines that show how important physical strength was to Bill in "The Cub." The teacher should direct attention to word choice. For example: Read paragraph beginning, "They strained against each other . . . . " Do the verbs, writhed and strained, and the nouns, grimace and thumps, make the scene vivid? |
| Adventures in Living<br>"Talking it Over," p. 539 | Use the questions for class discussion. Assign No. 9 as a writing experience. |
| Who - Me? (Pamphlet) | Use the self evaluation pamphlet provided as a guide in helping students appraise their abilities and weaknesses, with stress on relations to others. Help students make rating charts. |
| Living Your English,<br>Skill 2, page 97 | Supervise the organization of the class, |

Outline of Content

Activities and Operational Procedures

using parliamentary procedure. A successful experience in organizing the class can provide framework for class discussions throughout the year.

Use this activity as a means of showing democracy in action through developing intelligent relationships with others.

Vocabulary:

courage
criticism
decision
extemporaneous
grimace
impromptu
independence
opinion
organization
strained
thumps
tolerant
viewpoint
writhed

Encourage pupils to find meanings through context. Keep the word list on the chalkboard or bulletin board, and make constant reference during discussions. See that the students add these words to spelling lists in Living Your English.

Culminating Activities

Prepare in outline form - "Code I Live By." Pupils will write on small slips of paper sentences which state their beliefs (or attitudes) about behavior with adults and with persons their own ages, toward use of public property and the property of others, about personal appearance, about self-discipline, etc. The teacher will suggest sample items. (She may read some from grown-up codes in Billet-Resource Materials) The pupils will arrange the slips in piles, related ideas together. The headings for these collections will be written as the main topics of the outline, and the individual items will become the sub-topics.

Before the reading of the stories in this area, the teacher will have made a vocabulary poster. Fastened to the poster are large business envelopes with the names of the stories on them. During the study of the stories, students will write sentences using vocabulary words from the stories and put these sentences into the envelopes for their respective stories. As a culminating activity, one student responsible for a particular envelope (story) will report to the class on the contents of the envelope.

Collect "Words To Live By" from This Week magazine, if possible.

Pupils will read aloud good paragraphs from the text, other books, or magazines. They will then ask the class to state the main idea of each paragraph.

One pupil can name a value (suggested ones on p. 539 of Adventures in Living); he will ask a second pupil to explain that value as well as he can; the second student will call on a third one to relate an example from literature that illustrates observation of this value.

Plan a visit to some civic meeting as a practical experience showing the democratic process in action.

**Evaluation**

Has the pupil gained an awareness of, and appreciation for, the expectation of his role within the framework of his family, community, school and his work?

Has he been motivated toward working to become a competent member of society?

**Resource Materials**

Billett, Ray O. and Yeo, J. Wendell, Growing Up - D. C. Heath, Boston
Potell and Clark, Adventures in Living - Harcourt, Brace and World Company, Chicago
Colton, Davis Hanshaw, Living Your English (Text)

**Professional Aids**

See Appendix A

The teacher may duplicate by hectograph or put on blackboard.

## INDIVIDUAL CONTRACT LEARNING ACTIVITY NO.____

### WRITING DEFINITIONS

1. Give the noun-class of each of the following objects. Use a dictionary.

EXAMPLE: A violin is a musical instrument.

1. desk
2. street
3. turnip
4. clock
5. fox
6. shoe
7. hand
8. cellar
9. steamboat
10. village
11. calendar
12. news

2. Complete the above definitions by adding the individual characteristics of each object. Use the dictionary freely.

EXAMPLE: A violin is a musical instrument having four strings and a rounded back, and having a higher pitch than any other stringed instrument.

### A DEFINITION CHART

| Word | Equal Sign | Noun-Class | Identifying Particulars |
|---|---|---|---|
| Badminton | is | a game | similar to lawn tennis, played with shuttlecocks. |
| Healthy | is | an adjective | meaning hale, hearty, free from illness. |
| A bottle | is | a hollow vessel | made of glass, earthenware, and the like, without handles. |

### PRECISION DEFINITIONS

Define the following terms, using a chart similar to the one above. Use the dictionary carefully.

1. brick
2. box
3. coat
4. candle
5. rifle
6. newspaper
7. rose
8. window
9. census
10. couch
11. kitchen
12. lock

## Resource Unit II.: What Is My Responsibility for Health, Welfare and Safety on the Job?

Suggested Time - Two Weeks

### Overview

Today's economy requires the investment of large sums of money back of each man's job. Absenteeism is a great loss both to the individual worker and to the well being of our country as a whole. Health is not only an individual responsibility; it is also a responsibility of our government at all levels and of the industries that provide the environment for our work. The cooperation of all in the health and safety program, "on the job," is a two-way street.

### Specific Objectives

To become aware of the vast sums of money invested in industry and in the education and training of industrial personnel

To recognize that the worker's health affects his efficiency on the job

To learn that absenteeism is costly - in loss of pay to the worker, in loss of satisfaction in life, and in loss of production

To analyze reasons and/or excuses given for absenteeism

To survey common health hazards

To survey safety hazards

To recognize the provisions of industry and labor for health, welfare, safety and the opportunities for worker participation

| Outline of Content | Activities and Operational Procedures |
|---|---|
| ECONOMICS "Your World in 2000 A.D. Your Work" (Aldous Huxley) | Consider the factor implications of today for the year 2000 |
| Adventures in Living, Potell-Clark Harcourt, Brace and World, pages 469-470<br>(See Professional Aids) | |
| Building Our Life Together (Arnold, Banks, Smith) Row, Peterson 1960<br>See chart, page 115 and Unit Three, Chapters 5,6,7 | The United States, with about 6 per cent of the world's land area and population, has produced and consumed about one-third of the world's goods and services in recent years. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| See: Economic Literacy (Film)<br>Invest in America Council<br>121 South Broad Street<br>Philadelphia, Pennsylvania<br>(call Mary Jane Elliott at E. F. Hutton's, Kansas City, Missouri) | Illustrate this by a graph: Mass production requires vast amounts of mechanical power per production worker:<br>1879 - 1¼ horsepower<br>Today - 10 horsepower |
|  | Millions of Americans invest their savings to earn interest and dividends. This willingness to invest has provided the capital needed for America's great production record, grossing over 500 billion dollars annually in national products. (G. N. P.) |
|  | According to a recent study, each new job for a worker today calls for the investment of about $18,000 to provide the necessary equipment. |
| Ways of developing responsible attitudes toward work. | Help the pupils understand that each job or task can be done well. Help them develop a genuine appreciation for work and a sense of pride of achievement in doing any task well. Emphasize the responsibilities that accompany assignments. Strengthen the pupils' attitudes toward accepting full responsibility for completing their share of any agreement - a day's work for a day's pay. |
| Kansas City Times 7-2-1963<br>See Professional Aids | List examples of costly errors: NASA studies have shown that deterioration of a fiber washer costing less than two cents might have caused the $10,000,000 failure of the Ranger 5 Lunar spacecraft in October 1962, for this could cause a short-circuit and overheating. |
| Reader's Digest July, 1963<br>See Professional Aids | The tragedy of the sinking of the atomic submarine, Thresher, is an indictment of American workmanship.-----from testimony by Lt. Raymond A. McCoole |
|  | In writing assignments, urge pupils to take a tip from manufacturers and carefully inspect every bit of writing before offering it to readers. Pupils may wish to ask another pupil to read materials before turning it in to the teacher. All writing must have meaning to the reader. |

| Outline of Content | Activities and Operational Procedure |
|---|---|
| Let's get along! Relations to other employees<br>Potter: Mathematics to Use - Ginn Chart, page 377 | Provide examples of good and poor relations; then have pupils cite exampl showing that poor human relationships are more often responsible for loss of jobs than is lack of skill. |
| Let's be there! -- on the scene | Show that -- absenteeism is costly:<br>In loss of pay to worker<br>In loss of satisfaction in life<br>In loss of production<br>Analyze reasons or excuses for absenteeism.<br>Examine excuses pupils use at school. Use role playing of employee and employ so that pupils can understand employer difficulties when employees are irresponsible. |
| Safety First and Always!<br>Accident and Prevention Can Be Learned<br>School Health Bureau<br>Metropolitan Life Insurance Company<br>New York, New York (1962)<br>Arnold, Banks, Smith: Building Our Life Together (Row, Peterson) 1960<br>Unit Six, Chapters 20, 21<br>Jones: Living in Safety and Health - J. B. Lippencott Company, 1961<br>Unit Six, Chapters 18 - 21<br>A Family Action Program - Home Protection Exercises M - P - 2 - 1<br>Office of Civilian Defense Mobilization | Conduct a survey of safety hazards and opportunities for employer-employee cooperation for safety.<br>Some industries require the use of safe shoes and safety glasses. Ask students to find out the reasons. |
| Think right to act right!<br>See chapter 12 and 13 in Jones: Living in Safety and Health, Lippencott and Co.<br>See chapters 23-25 in Judson-Landis Building Your Life, Prentice-Hall 1959 | Stress these points to the pupils, using charts or posters on bulletin boards: Mental health is important. You are an individual with inborn drives, with problems to meet, with responsibilities to accept, with emotions to stabilize, and with a faith to sustain you.<br>You make decisions about alcohol, tobacc narcotics. |
| Let's stay healthy!<br>Jones: Living in Safety and Health, J. B. Lippincott Company 1960<br>Unit Five, Chapter 14 - 17<br>Unit Seven, Chapter 23 - 24 | Assign for study the ways industry, labor and government work for protection from disease in cooperation for health and welfare. Point out the need for the individual to accept his own responsibility for maintaining his personal |

Outline of Content

Activities and Operational Pr

health.

Social Security
Unemployment Insurance
Workman's Compensation

Where to Turn for Health and Welfare Services

Regional Health and Welfare Council
Kansas City
Missouri

Culminating Activities

Have each pupil describe his own job experience showing his personal responsibilities for health and safety, the provisions made by his empl and/or the government for health and safety.

Evaluation

See Appendix C, Rating Sheet #2

Resource Materials

Arnold, Banks, Smith, Building Our Life Together - Row-Peterson and Company
(Adapted text for Citizenship, grade 9)

Jones, Living in Safety and Health, J. B. Lippincott Company 1960
(Text for Health, grades 7 - 9)

Judson-Landis, Building Your Life, Prentice-Hall 1959

Potell-Clark, Adventures in Living, Harcourt, Brace, World, 1962
(Adapted text for sophomore English)

Kettering, "Future Unlimited", Saturday Evening Post reprint, May 17, 1958
PRL - 152, Educational Bureau, The Curtis Publishing Company, Philadelphi
Pennsylvani

Economic Literacy - Invest in America Council, 121 South Broad Street,
Philadelphia, Pennsylvania

Home Protection Exercises MP-2-1, Office of Civil and Defense Mobilization

Where to Turn for Health and Welfare Services, Regional Health and Welfare Cou
Kansas City, Missouri

Audio-Visual Aids:

Building Work Habits, Record and filmstrip for each, 78 r.p.m.

| | |
|---|---|
| FO-12 | Berrie Didn't Report |
| FO-14 | Eddie Wasn't There |
| FO-16 | Sandy Got Stuck |

SAFETY ON THE JOB

| | | |
|---|---|---|
| 0-1086 | Your Ears | 10 minutes |
| 0-1087 | Your Eyes | 10 " |
| 00-301 | Fundamentals of the Nervous System | 16 " |
| 00-80 | Metal Shop Safety | 17 " |

## MENTAL HEALTH AND ATTITUDES

| | | |
|---|---|---|
| 0-1092 | Holiday From Rule | 10 minutes |
| 00-660 | Fifty Thousand Lives (Mouth to Mouth Breathing) | 14 " |
| 0-460 | Name Unknown | 10 " |

## SEX EDUCATION

| | | |
|---|---|---|
| 00-836 | Boy to Man | 16 minutes |
| 00-919 | Laws of Heredity | |
| 00-797 | DNA: Molecule of Heredity | 16 minutes |
| OX-198 | Thread of Life | 58 " |

## Resource Unit III.: Why Drive Right

Suggested Time - One Week

### Overview

The purpose of this unit is to help pupils recognize their urgent need for an effective course in driver education. The responsibilities of drivers need to be recognized, especially in the mechanical and safe driving skills for motor vehicle operation. Pupils should be made aware of current changes in mechanical operations and laws governing motor car driving in a complex industrial society.

### Objectives

To recognize the urgent need for a drivers education program

To set the scene for a sound approach to class preparation and its relationship to actual driving lessons

To establish a beginning for the citizenship values which grow out of the driver education course

| Outline of Content | Activities and Operational Procedures |
|---|---|
| A. A study of automobile facts and figures | Conduct a class discussion on present conditions affecting motor car operation. |
| 1. Car driving population and current road conditions | |
| 2. Insurance reports covering all drivers<br>a. Accident records<br>b. Insurance rates<br>c. National costs | Review for the class current reports from insurance companies. Point out in your discussion the role of drivers education in school and community. |
| | Motion Pictures:<br>00-122 Teach Them to Drive - 26 minutes<br>0-569 Practice Makes Perfect Drivers 10 minutes<br>00-262 Borrowed Power - 20 minutes |
| B. Drive for safety of self and others | Review with the boys the life saving value of good driver attitudes. |
| | 00-615 Drive Defensively - 11 minutes<br>00-180 Its the Brain that Counts 20 minutes |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| C. What's your opinion? | Each boy should be encouraged to give his views on driving and driver education and its importance. |
| D. Wise and unwise conceptions about driving and the rules of the road | Use pertinent films and discussions along with teacher suggested selective reading to cause pupil re-evaluation.<br>See Audio-Visual Aids at end of unit. |

## Vocabulary

- alert
- attention
- coordination
- facts
- fatality
- privilege
- right
- insurance
- judgment
- laws
- license
- population
- skill

Suggest that pupils use these words in speaking during class discussion. Use a tape recorder, if possible, so that they can hear the sound of their words. Stress the correct use of the singular and plural forms of license.

## Culminating Activities

Procure and hand out booklets explaining the point system now in effect in our state. Discuss and clarify all aspects governing the loss of driving privileges in accordance with the Missouri point system. (see Professional Aids)

Obtain available resource speakers from the school system, city police, county or state agencies and invite them to speak to the group concering driver responsibility.

Construct graphs illustrating such statistical data as death rates, insurance rates, car population and accident rates covering all age groups. (check current newspaper reports)

## Evaluation

Observe, through discussion, pupil knowledge and understanding of the principle that safe driving rests with individual citizens of all ages. The privilege of driving which they may enjoy is granted by the state as a direct result of their sound driving habits. Unless good driver habits are maintained the state may revoke this privilege.

By formal discussion evaluate the pupil's practical knowledge of the rights, privileges and obligations that are involved in the operation of a motor vehicle.

## Resource Materials

Halsey, Maxwell - Let's Drive Right, Scott, Foresman
Missouri Driver's Guide, Department of Revenue
Jefferson City, Missouri
Traffic Code of Kansas City, Traffic Department, Kansas City, Missouri

Audio-Visual Instructional Materials

| | | |
|---|---|---|
| 0-973 | Smith System | 9 minutes |
| 0-866 | Driving at Night | 10 " |
| 0-932 | Pedestrians | 10 " |
| 00-742 | Not around the Block | 16 " |
| 00-418 | Crash and Live | 13 " |
| 0-570 | Your Permit to Drive | 10 " |
| 00-375 | Driving in the City | 13 " |
| 00-376 | Driving on the Highway | 14 " |

Professional Aids

Pepyn, Mann, Hartsell, Better Driving, Prentice Hall

Tyson, Homer J., The Fundamental Principles of Driving, Banks Upshaw

White, Emmett B., The Road to Better Driving, Cambridge

Glenn, Harold T., Youth at the Wheel, Bennett

Man and the Motor Car, Prentice Hall

Sportsmanlike Driving, American Automobile Association

## Resource Unit IV.: Have You Had Your Count Down? or Where Do I Come In?

### Suggested Time - Eight Weeks

### Overview

With the development of a means of communication - language - man became able to communicate, not only with his contemporaries, but with future generations. Language serves as our link between past and future, between cave and rocket launching pad. We often fail to make use of the rich heritage of language our forefathers have left us. We can learn from the recordings of the experiences of mankind how to make effective use of this vast stockpile of information.

### Spceific Objectives

To acquaint the pupil with the importance of effective communication in everyday life

To develop an awareness of the levels of usage appropriate for various kinds of structures - formal and informal, standard and non-standard

To widen vocabulary recognition and usage

To improve basic sentence structure and punctuation as essential to better reading and effective communication

To help the pupil develop methods of making decisions based on critical evaluation

To help the pupil appreciate his place in the shared experiences of mankind

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Literature | |
| How our language grew (See "First There Was Picture Writing")<br>Our English Language, Bailey, Walker McPherson, Reed | Assignment to pupils: Relate a short short "story" by using pictures instead of words. This will develop a greater appreciation for word language when the pupil rewrites the story in familiar words. |
| | Conduct class in finding symbols used today that have specific and easily recognizable meanings, such as flags, insignia, religious symbols, and punctuation marks. |
| | Develop a concept of the use of symbols for propaganda - - both good and bad. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| lays in Adventures in Living for a tudy of expressions that show eeling -- disagreement, surprise, etc. | Other language symbols: facial expressions that indicate emotion - - "ugh," whine, "wow," sob, and sigh |
| The Bride Comes to Yellow Sky - - James Agee | Collect such expressions from listening to conversation, television, etc. to illustrate to class. |
| Life with Father -- Clarence Day | What other devices are used in plays that must communicate the feeling if one is reading the play silently? In what way do they help the reader understand the play? |
| ems in Adventures in Living<br>Bless This House - - anonymous<br>Do You Fear the Force of the Wind? Hamlin Garland | How does poetry communicate? Consider rhythm, beat, and language. Pick out words and phrases that illustrate special devices of poetry. |
| Camera - - A. M. Sullivan | Read early poems from many sources: Psalms from the Bible, "Prologue," to Canterbury Tales, "The Highwayman" by Alfred Noyes, and other lyric and narrative poems that show language forms and development. |
| | Write the story of the poem in prose. Discuss what is lost in the prose rendition. |
| Casey at the Bat - - Ernest Thayer | Bring in a favorite poem, or song. (Ballads and spirituals are popular) Mount the poem with a picture and place it on the bulletin board. |
| language of prose - stories, graphies, letters, and essays<br>EPICAC, page 448 | Prose began with telling; writing came later. Use resource material for presenting myths, fables, legends, tales, and parables as examples of stories told and later written. |
| | The teacher should read or have students read these selections or play recordings of them. |
| | Assign a special report on the story of printing to show how much greater opportunity we have today to learn about records of mankind. |
| dern story<br>Proteus' the Mighty Dwarf: Charles Steinmetz - William Herman | Conduct oral reading in class. Use questions in "Reading Tests" for checking meaning and content. Select key ideas. Use questions for discussion at end of the biography. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Communication of information through prose in other forms of literature - essays, letters, biographies.<br>How I Learned to Fly - - Orville Wright | After everyone is familiar with the selection, the teacher should conduct a second reading accompanied by the study of key words and topic sentences. Discussion can be conducted by the members of the class. Example: Each student may write eight or ten questions for other class members to answer. Stress the use of language for explaining.<br>Assign short accounts, oral and written, of students' own experiences. Suggestions: how to operate a simple machine, how to play a game, simple directions for finding a place (from school to the Union Station)<br>Read written explanations to the class. Compare the oral and written work. Which requires the more specific language? |
| Words are essential to communication.<br>Adventures in Living<br>Exercise 16, pp. 583-584<br>Exercise 20, pp. 590-592<br>Word Wealth<br>"Word Roots," pp. 89-96 | List words that are vague in meaning. The teacher should keep on chalk board or on chart a cumulative list of words and usages that produce clarity in meaning.<br>A list of root words and stems should be made available for vocabulary building: -clude, -clus-; -fact-, -fect-; -jact-, -jaculat-; -lude, -lus-; -mit-, -miss-; -pend-, -pense-; -pon-, -pose-, -posit-<br>Provide examples of student writing that miss the reader entirely. Use duplicating machines for class copies. Omit names of authors. Have students find errors, especially in use of words and meaning. |
| Dictionary study for word origins and history of words | The teacher should develop dictionary-study activities. The teacher should stress the importance of context in vocabulary building and in the students' use of words in their speech and written work.<br>When giving a written assignment, require the students to use four or five words from the cumulative vocabulary list.<br>The use of a card index of words made by the students, but kept by the teacher, can be a valuable activity for word study |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Good usage - the mechanics of grammar<br>Living Your English, 10<br>Experiences 1 - 4 | |
| Adventures in Living, Second Edition<br>Harcourt, Brace and World, Inc.<br>Pilot's Choice - - Hunt Miller | The teacher may wish to use the story as an introduction to the unit. Brady's ordeal is an illustration of the fact that everyone has to make decisions.<br>Encourage oral reading by directing students to find and read aloud certain parts; for example, "When did Brady have to make decisions?" |
| The Road Not Taken - Robert Frost | The teacher will first read the poem aloud and encourage students to read all or parts of it aloud.<br>Students may illustrate the word diverged by drawing a sketch on the board.<br>Discuss the relation between road and choice in the two titles.<br>Bring out the use of road in such expressions as "road to victory" and "road to success." |
| Bad Influence - Josephine Bentham<br>The New Kid - Murray Heyert<br>Primer Lesson - Carl Sandburg | The teacher may introduce this section by asking questions such as these: Does the individual have to accept responsibility for his wrong choices? If a friend asks your opinion, will you answer truthfully although the answer may not please him? If a fellow student asks to copy your answers, what will you say? Have you ever been wrong in your judgments about people?<br>The teacher may need to read aloud the stories, but she should encourage the students to participate in the oral reading. She should be alert to specific reading problems that will need to be attacked. |
| The Man He Killed - Thomas Hardy | Who is speaking in the poem? How does the choice of words help identify the speaker?<br>Bring out the fact that the condition of war took away his freedom of choice. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| The Blue Cup - B. J. Chute | When assigning discussion, divide the class into two groups: one to discuss questions under "Studying the Author's Craft" and the other, "The Beauty of Words." (p. 51) These groups may be further divided so that each will be responsible for the discussion of only three questions.<br>Sara Teasdale's "Barter" may be read and discussed with this story, or it may be read with Frost's "Stopping by Woods on a Snowy Evening." The two poems present different views on making a choice. |
| Voluntary reading | After the class has read and discussed the common selections, the student should select a book that he wants to read on his own. In the room, there should be many books selected by the teacher and librarians. The teacher will talk about these books. (Refer to Supplementary Reading List - Appendix)<br>Interrupt the reading whenever a pupil finds an interesting example in which a character in the book makes a choice or faces a conflict. This impromptu reporting will encourage the others to look for such examples in their reading. At another time, the reading may be interrupted for the showing of a film about reading. |
| Oral Work<br>Informal oral discussions on questions of interest to the group: going steady, spending money, choosing clothing, doing homework, etc. | List topics on the board. On the day preceding the discussions, the students will write their names under the topics they wish to discuss. They will understand that they should be prepared to contribute something to the discussion of that topic. |
| Introduction of self to the class as suggested under "Get acquainted" on pages 5 and 6 of Living Your English, 10 | An atmosphere of informality should be maintained in these early discussions. The teacher will make a record of errors in students' speaking, pronunciation and usage, but she will do this unobtrusively. |
| Written Work<br>Capitalization: Experience 1, Living Your English, 10 | Give Diagnostic test #1<br>Insist on careful formation of capital letters as students prepare their lessons in the workbook-text. Use the handwriting models listed under "Resource Materials" or write examples on the chalk board. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Punctuation: Experience 2, in Living Your English, 10 and "Punctuation in Poetry" on p. 39 of Adventures in Living | |
| Writing sentences<br>Living Your English, pp. 16-17 | Assign the writing of additional sentences to include the characters in the stories and poems. |
| Writing paragraphs | Bring pictures and cartoons showing persons facing a conflict. Mount them on poster paper and ask students to write one-sentence legends for each of them. Some students may write a story about the illustration, or they may write the beginning paragraph for a story.<br>For the topic sentences of paragraphs to be written by the student, put unfinished sentences on the board; for example, "Audrey and her crowd did not like Christine because - - - - " Other sentences may be copied from the "Reading Tests" for Adventures in Living.<br>Put on the board the model for the form of the paper. See "Style Sheet." |
| Vocabulary<br>analysis<br>cliche<br>contemporary<br>context<br>critical<br>fiction<br>freedom<br>frustration<br>liberty<br>mythology<br>prejudice<br>responsibility<br>security<br>superstition<br>urgency<br>vertical<br>yoga | Precede each reading lesson with an explanation of words the students need to understand. Pronounce the words, talk about them, and use them in context. Help the students use the words orally. Then give practice using the words in written sentences. These words and sentences should be kept in the students' notebooks.<br>The teacher should supplement this short suggested list with the appropriate vocabulary - building exercises, pages 583-592 in Adventures in Living. |
| Spelling<br>Words from "Tenth Grade Basic Spelling List." See Appendix D<br>Words used in composition (student errors) | Introduce only a few new words in each lesson. Students should always write sentences using the words they have misspelled.<br>Troublesome words may be left on the board for a week, with the difficult letters in color. |

Culminating Activities

Conduct the planning and writing of a skit as a group experience. Be sure to write in the directions. Enact the skit to show how actions and gestures help in oral communication.

Prepare a class program of reading poetry, telling stories, and giving short talks. Use tape recorder, if possible.

Make charts to show that words can have different meanings, and that word meanings change historically.

Write letters, formal and informal, for practice in the use of formal and informal usage.

Make oral and written reports of library reading.

Organize panel discussion groups or use role playing devices in solving problems and making decisions.

1. A pupil is urged to get into a car in violation of his parents' instructions
2. A pupil faces the temptation to cheat
3. An employee has the opportunity to receive pay for work he has not done
4. An employee does poor, incomplete or defective work
5. A worker takes property belonging to the company

The teacher and students may bring to class famous quotations dealing with choice and challenge. Copying these lines will be an exercise in handwriting.

The teacher will write such topics on the chalkboard as the following: Decisions People My Age Should Make for Themselves, Decisions Parents Should Make, Decisions That Should be Guided by Parents and Other Adults. As these decisions are discussed, the teacher will write the problems under the proper headings.

Give Test #2 from Living Your English

Evaluation

Have the pupils gained a wider knowledge of language?

Has the study of literature created an awareness to the necessity of language?

Does literature have greater meaning as shared experiences of mankind?

Has a curiosity for supplementary reading been developed?

Do pupils know more about words as tools of communication on different levels?

Are the pupils making an effort to widen vocabulary in daily use?

Has an interest in writing for communication been created?

Have the pupils read at least one selection with enjoyment?

Resource Materials

Aesop's Fables

In the Light of Myth

Resource Materials (continued)

"Psalms" - the Bible

Parables from the Bible

Index card file

Cadigan, Robert J., September to June, New York: Appleton, Century, Crofts, Inc.

Charts for Diagnosing Faults in Handwriting, Boston: Houghton Mifflin Compa

A chart, "Kansas City Scale for Measuring Handwriting," may be ordered from the commodity book, No. 22319, at a cost of 3 cents -- for display in the classroom.

Audio-Visual Instructional Materials

| | | |
|---|---|---|
| OX - 138 | The Alphabet Conspiracy | 55 minutes |
| OO - 280 | Better Reading | 13 " |
| O - 542 | Improve Your Reading | 10 " |
| O - 203 | How to Read a Book | 10 " |
| F - 1605 | Punctuation | |
| R - 32 | Julius Caesar (exercepts) five records - stancdard 78 | |
| R - 47 | Selections from Beowulf - standard 78 | |

Tape recorder

Charts for Bulletin Board

Word and Usage Lists on chalkboard

Professional Aids - See Appendix A

## Like to Swing on a Star?
## or Operate on Cloud Nine?

Suggested Time - Five Weeks

### Overview

This unit is designed to help the student differentiate between ambition ("Swinging on a Star") and unrealistic daydreams ("Cloud Nine"). While this is undoubtedly a country and a time of opportunity, success is dependent upon the preparations made to take advantage of opportunity when it arises.

### Specific Objectives

To help pupils develop communication skills necessary to securing and obtaining employment

To help pupils develop responsible work and study attitudes and personal grooming habits as a preparation for productive employment

To help pupils realize that their future began yesterday

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Living Your English, Skill 4, p. 192 | Obtain application forms from various firms. Have the students fill out forms in respect to (1) completion, (2) accuracy, (3) correct English usage. |
| Living Your English, "Take Inventory," p. 195<br>Techniques at end of unit | Arrange for students to interview each other for employment. Use tape recorder for class evaluation. Use check list p. 195. |
| Experiences 5 - 8 | Secure advertisements for employment opportunities from local newspapers. Distribute to class members for answering by letter. Use check list for correct writing, spelling, punctuation. |

### SUGGESTIONS FOR INTERVIEW TECHNIQUES

Before the interview:

1. Learn the exact requirements of the job.
2. If you have questions about the firm or organization, investigage it with the help of business acquaintances.
3. Be prepared to answer the questions that are usually asked - questions about background, interests, education, experience, contributions you could make on the job.

4. Prepare some questions of your own about the employer's expectations and about working conditions.

The interview:

1. Dress appropriately. Be sure your clothes are spotless and neatly pressed. Be sure your hair is combed and that your hands and fingernails are clean.
2. Keep alert, and sit erect. Don't chew gum. Smoke only if you are invited to do so.
3. Let the interviewer lead the conversation but do your share of asking and telling.
4. Concentrate on the employer's interests. Be sure to tell specifically what services you can offer. Reserve your questions about salary and working conditions until the latter part of the interview.
5. Before leaving, remember to thank the interviewer for his time and attention.

Outline of Content

(Exploring Careers) pp. 345-409

(1) "Money Talks" - Jerry Weiss

(2) "My Ten Days in the F. B. I." - Ken Jones

(3) "Acting is Business" - Merrell E. Joels

(4) "Christmas is for the Giving" - Red Smith

Activities and Operational Procedures

After reading each suggested selection to the pupils, as they read silently, the teacher may use the Reading Tests accompanying the text in order to test the pupil's comprehension.

If stories are taped, they can be replayed for students who need a second reading.

"Money Talks," a play offers opportunity for class participation. The teacher should assign roles and keep the play moving. Assign an alert pupil to handle stage directions.

Use the points suggested for "Round - Table Discussions," page 358.

The "Job Case History" at the end of each selection offer opportunities for pupils to make up case histories of their own. Use the case histories for role-playing activities.

"My Ten Days in the F. B. I." and "The Long Night" give the pupils a chance to participate vicariously in jobs requiring courage in the face of danger and persistence in carrying out routine.

Use the situations on page 367 to promote classroom discussion. Other real-life situations may be substituted.

|  | Activities and Operational Procedures |
|---|---|
| Adventures in Living, p. 379 | In the case history, page 379, point out to the pupils Dave's failure to assume the responsibilities of a job, no matter how routine.<br>Make a list of job responsibilities.<br>Show a film of some significant accomplishment that requires careful routine processes for its fulfillment. |
| Living Your English, Usage Two, pp. 92-96 | Emphasize care and attention to mechanics of writing as an effort to communicate what people want others to know about themselves and their ideas. Fuzzy writing reflects fuzzy thinking.<br>Stress verb and pronoun usages by requiring revision of written work for specific errors in pronoun and verb usage. Use the tape recording for examination of speech errors. |
| Supplementary Reading: Biography - See Appendix E | Assign outside reading of biographies of people who have achieved success through persistent effort in overcoming problems: Thomas Edison, Bonita Juarez, Will Rogers, Althea Gibson, Edward Bak, Albert Einstein, Ben Franklin, George Washington, James Doolittle, W. C. Handy, George Washington Carver, Leontyne Price, Eleanor Roosevelt, Jane Addams.<br>Keep a bulletin board of pictures and articles from current magazines about contemporary people who are contributing to cultural heritage. |
| POETRY<br>(1) "I Hear America Singing," Walt Whitman, p. 368<br>(2) "Opportunity" - Berton Braley from Youth in the Future (Life in Literature series) Carver, Sliker, Herbert | Read the poems to the class. Try a choral reading activity with "I Hear America Singing." |

## **Individual Contract Learning Activity No.___**

Use the sample form for
writing a letter of
application. Prepare
ditto copies for
pupils.

____________________:

Introduction

Information about
training and experience

References

Name, address

Closing

Signature

Your Language 4, p. 474 - p. 487

| Outline of Content | Activities and Operational Procedures |
|---|---|
| | Stress enunciation in reading to bring out word sounds and meanings. |
| | Suggest that the pupils tap out a rhythm pattern to the poem to show how poets use rhythm to convey feeling and meaning. |
| | Use the discussion questions for class discussion to help pupils gain insight into purpose of the poet. (What is the poet telling us?) |
| | Play recordings of poems using the same theme. See audio-visual aids. |
| Vocabulary, p. 379<br>*Adventures in Living* | Use the individual contract form (see Unit 4). |
| *Vocabulary Building Junior Word Wealth*, pp. 265-269 | Put prefixes on chalkboard. |
| Vocabulary<br>opaque<br>expedite<br>orientation<br>monologue<br>bicycle<br>bisect | Prepare flash cards for new words. As you show the words ask students to use the words in original sentences, oral and written. |

Have pupils fill out rating sheet: "How Good a Worker Are You?"

# RATE YOURSELF - HOW GOOD A WORKER ARE YOU?

| | Always | Sometimes | Seldom |
|---|---|---|---|
| 1. Are you at work (or class) on time? | | | |
| 2. Do you start right in on a task, pleasant or unpleasant? | | | |
| 3. Do you follow instructions carefully? | | | |
| 4. Are you courteous to other people? | | | |
| 5. Do you try to do as much as possible in a given time? | | | |
| 6. Are you able to carry out a schedule of work? | | | |
| 7. Do you show honest enthusiasm for your work? | | | |
| 8. Do you try to learn as much as possible about your job? | | | |
| 9. Do you do more than is expected of you? | | | |
| 10. Are you careful to mind your own business unless asked? | | | |
| 11. Are you friendly and sympathetic to those around you? | | | |
| 12. Are you willing to share your ideas? | | | |
| 13. Do you stay with a job until it is finished? | | | |
| 14. Are you loyal to your boss (or school)? | | | |
| 15. Do you dress neatly and appropriately? | | | |
| 16. Do you speak correctly? | | | |
| 17. Is your posture good? | | | |
| 18. Do you leave your gum at home? | | | |
| 19. Do you work as part of a team? | | | |
| 20. Can you accept corrections without becoming angry or resentful? | | | |
| 21. Do you express appreciation for the favors you receive? | | | |

Plans for improvement in weak areas:

Culminating Activities

Replay tapes of interviews for discussion and evaluation.

Give Achievement Test #4.

Have students write letters to successful citizens inviting them to talk to the class.

Plan a program of reports on biographies the pupils have read.

Evaluation

Do test results show improvement in communication skills?

Does the pupil evidence improvement in work habits and attitudes?

Has the pupil developed keen perception of relationship of work to study habits?

Has the pupil become aware of a satisfaction in work, other than that of pay?

Audio-Visual Instructional Materials

| | | |
|---|---|---|
| 0-753 | Personal Qualities for Job Success | 10 minutes |
| 00-362 | Planning Your Career | 16 " |
| 0-657 | Choosing Your Occupation | 10 " |
| 0-915 | Developing Self-Reliance | 11 " |
| 0-985 | Discipline: Reprimanding | 10 " |
| 0-665 | How To Keep A Job | 10 " |
| 0-1043 | Office Courtesy | 10 " |
| 0-749 | Office Teamwork | 14 " |
| 00-271 | Thought for Tomorrow | 17 " |
| OX-67 | Marian Anderson | 28 " |

Tape Recorder

Flash Cards

Bulletin Board

Resource Materials

Adventures in Living, Pottell and Clark, Harcourt, Brace (10th grade)
Your Language 4, LaBrant, Painter, Jameson, McGraw-Hill
Living Your English (text)
Word Wealth (Junior), Miller - Holt, Rinehart, Winston
The Jobs You Get, Turner (Turner-Livingston Reading Series) New York University Press

Professional Aids - See Appendix A

# Unit VI.: Will You Be a Problem Parent or What Can You Give to the Good Life?

Suggested Time - Six Weeks

## Overview

Inasmuch as the home represents society in miniature, it must reflect social responsibility, a regard for the rights of others, and good citizenship. One who is not a good citizen in the home gives little promise of being a valuable citizen in the community, in the state, and in the world. The son of today is the father of tomorrow in both the literal and the figurative sense.

## Specific Objectives

To develop an appreciation for, and a recognition of, the contribution of tradition and folkways to modern living

To develop the concept of the family as the essential unit of the democratic way of life

To help the pupil gain an awareness of factors detrimental to family unity

To provide specific ways of achieving goals for successful living

### Outline of Content

Adventures in Living

"Family Ways" - Unit 2

Literature for supplementary reading:

"Chapkin the Scamp" - A Turkish folk tale

"Encounter with Grendel" from Beowulf - Stafford Riggs

"Half Way: from Kon Tiki - Thor Heyerdahl

"The Sailor Boy's Tale" - Isak Dineson

"The Story of Ruth" - From The Old Testament

"The Corn is Green" - Emlyn Williams

"The Moth and the Star" - James Thurber

### Activities and Operational Procedures

Home is the beginning of love and reverence. Introduce the unit theme by conducting a class discussion about family life, enumerating on the chalkboard the reasons for and the importance of family life. Read the introduction, "Family Ways." Have the pupils collect folklore and customs from older members of family or community. Use the library to find pictures and stores of people whose customs differ (Indian, Oriental, Mexican, etc.)

Use bulletin board or flannel board for instructional display.

| Outline of Content | Activities and Operational Procedures |
|---|---|
| **Poems** | |
| "What Makes a Happy Life" - Marcus Valerius Martiales | |
| The preceding may be found in *Prose and Poetry of the World* - Agnew and McCarthy, L. W. Singer: New York, 1954 | |
| *Poor Richard's Almanac* - Benjamin Franklin<br>Kansas City Star - "Ann Landers" and others | Choose some of the homely sayings of *Poor Richard* and make a bulletin board display with advice from modern advice columns from the newspaper. Point out the similarity of family problems of yesterday and today. |
| | Conduct a class discussion on the difference in problems and ways of meeting problems. |
| **Literature** | |
| Family Ways - Pride in Our Heritage:<br>*Adventures in Living*<br>Introduction to "Family Ways"<br>Life with Father - Clarence Day | Prepare the pupils for reading the play by citing drama as one of the earliest forms of sharing stories and teaching lessons.<br>Early Greek plays<br>Miracle and morality plays |
| Act I<br>Story setting<br>Introduction of characters | Analyze and explain the first four scenes by reading aloud to the class. This will also serve as an experience in listening. |
| Act II<br>Character development<br>Dramatic action<br>Suspense<br>Climax | Suggest that students bring in pictures of homes, clothing, and customs of the late Victorian period.<br>Pictures in advertisements are often available in magazines. |
| Act III<br>Ending of play<br>Results of action<br>Effects on character<br>Change in character | Assign parts for the next day's reading on a volunteer basis. (Usually the more competent readers will volunteer.) |
| | In discussing the play, stress the following points:<br>1. Customs and traditions<br>2. Father's personality<br>3. Attitude of the family toward Father<br>4. Common interests of the family<br>5. Differences in life of Victorian period and life in modern times |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Life with Father (continued) | 6. Peculiarities in language and usage<br>7. Changes (if any) in meaningful values - - honesty, integrity, family love, and brotherhood<br>8. Understanding the world of today through the study of traditions<br>9. Values necessary to preserve<br>10. Responsibility of the high school student for reflecting family and home standards |
| Other forms of literature that show custom, tradition, family life, and family values | |
| Adventures in Living<br>Never Let Him Down - Gertrude Schweitzer<br>Mama's Bank Account - Kathryn Forbes<br>The Stepmother - Margaret Jackson<br>The Young Stranger - Robert Dozier<br>Prayer for This House - Louis Untermeyer<br>Bless This House - anonymous | Arouse interest in the prose selections by giving a preview of the problems faced by the characters. Encourage the pupil to read the story that appeals to him and to tell the class, in a later discussion period, why he thinks the author included the story in the unit, "Family Ways." |
| Cheaper by the Dozen - Frank B. Gilbreth, Jr. | Read part of Cheaper by the Dozen to the class. Ask one pupil to report on the book. For the high school student, the organization of the family should have some meaningful value. |
| Television and radio programs | Prepare a list of radio and television programs based on family life, far enough in advance to use in this area of study. |
| Use of films when available | |
| Composition | |
| Letter Writing | Assign letter writing to get information from friends and members of the family about customs and traditions, and to invite parents to school activities.<br>Stress the importance and the value of personal letters and social notes for various occasions. Like a pat on the shoulder, a personal message can have much more meaning than a commercial card.<br>Suggest to pupils that they put some of their notes in verses as the Japanese do. In this connection point out that such companies as Hallmark employ high school students who show talent in art and in writing verse. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Letter Writing | Make a display of notes and letters written by class members. Be sure to keep a display of note and letter paper available for men and boys. Supplying each pupil with some actual stationery might serve as an incentive for writing notes and letters.<br>Kinds of social notes to assign:<br>congratulations<br>illness<br>death<br>request for excuse<br>apology<br>thank you<br>friendly letter to relative or friend<br>Writing to some real person has perhaps more appeal than writing just for the sake of doing an assignment.<br>If a pupil receives a reply to his letter, which he may indicate by bringing the envelope, he could be given extra credit.<br>See individual contract learning activity.<br>Show sample letters by means of projector, mimeograph and blackboard copy. Point out form - heading, salutation, body, and closing -- and punctuation of each part.<br>Check for spelling and usage. Use notebooks to make a record of misspelled words and new vocabulary from reading. Follow the procedures suggested in Living Your English, 10, p. 24. |
| Living Your English, 10, pp. 28-29 | |
| Writing sentences | Answer questions with complete sentences. Write sentences about interesting characters met in reading. |
| Paragraphs | Suggest subjects for paragraphs about literary and personal experiences of the students.<br>Examples:<br>The Most Interesting Character I have Met in Literature; Customs of Earlier Days (based on Life with Father). |

| Outline of Content | Activities and Operational Proce |
|---|---|
| Original skits | Suggest the writing of short skit either individually or in groups, some family experience that can b later for class dramatization. |
| Living Your English, 10, p. 34 | Use the "Last Chance" for charact study, personal experiences, or i about home and family life. |
| Vocabulary | Use vocabulary aids: card index, cards, oral drill and matching tes cross-word puzzles. The pupils ca their own puzzles. |

comedy
comic relief
drama
fable
folkway
foreshadowing
playwright
setting
suspense
theme
tradition
tragedy
universality

Culminating Activities

Have students read to younger children stories based on tradition and c

Plan to interview an older person in the community.

Plan a social event for older citizens in hospitals, homes for the aged elsewhere.

Produce an original skit with pupil help showing customs and traditions family situations showing family solidarity.

Select a class disc jockey who will play a program of recordings - - sho customs and traditions, folk songs, ballads, poems and stories.

Invite a local actor or director to present selections from a play being produced in the community.

Attend a local theater for current shows related to the unit.

Suggest that pupils write a theme: What My Parents Don't Know About Me.

Problem solving: What to do if - -
An older person in the home thinks he is boss
Parents think we are babies

Fill out self-evaluation: "How Do You Rate in Your Family?"

Evaluation

Use the objective tests that accompany Adventures in Living for testing t comprehension of reading materials.

Have the students learned from reading and related experiences the values participating in family life and sharing responsibilities in the family?

Do students recognize the significance of the family as the basis of Amer life?

## Resource Materials

Kansas City Star and other newspapers

Old Testament, "Book of Ruth"

Adventures in Living (Companion Series), Potell and Clark, Harcourt, Brace and World, Chicago

Living Your English (text)

Prose and Poetry of the World, Agnew and McCarthy, L. W. Singer, New York, 1954

Poor Richard's Almanac, Benjamin Franklin

"Letter from a Boy" - See copy at end of unit.

## Audio-Visual Instructional Materials

Motion Pictures:

| | | |
|---|---|---|
| 0- 671 | Other Fellow's Feelings | 10 minutes |
| 0- 672 | Other People's Property | 10 " |
| 00- 216 | Marriage is a Partnership | 16 " |
| 0- 538 | Family Life | 10 " |
| 00- 421 | Facing Reality | 12 " |
| 00- 191 | To Hear Your Banjo Play | 20 " |
| 0-1026 | Fiesta | 8 " |
| 0- 664 | Hindu Family | 18 " |
| 00- 400 | Parents are People Too | 15 " |
| 0- 761 | Sing a Little | 10 " |

Filmstrips:

| | |
|---|---|
| F-1609 | Letter Writing and Capitalization |
| F-1608 | Plurals and Possessives |

Records:

| | | |
|---|---|---|
| R-47 | Selections from Beowulf | N. C. T. E. |

Professional Aids - See Appendix A

esource Material for teacher

## LETTER FROM A BOY

t is too late for us because the damage has been done, and our child has a
cord . . . but maybe if we share this letter it will help other parents. Thank
u very, very much."

Parents of a child

ar Folks,

ank you for everything, but I am going to Chicago and try to start some kind of
v life.

asked me why I did those things and why I gave you so much trouble, and the
swer is easy for me to give you, but I am wondering if you will understand.

ember when I was about six or seven and I used to want you to just listen to me?
emember all the nice things you gave me for Christmas and my birthday and I was
l happy with the things for about a week at the time I got the things, but the
t of the time during the year, I really didn't want presents I just wanted all
time for you to listen to me like I was somebody who felt things too, because
emember even when I was young I felt things. But you said you were busy.

, you are a wonderful cook, and you had everything so clean and you were tired
much from doing all those things that made you busy, but you know something,
? I would have liked crackers and peanut butter just as well - - if you had
sat down with me a little while during the day and said to me: "Tell me all
t it so I can maybe help you understand."

when Donna came I couldn't understand why everyone made so much fuss because I
't think it was my fault that her hair is curly and her teeth so white, and she
n't have to wear glasses with such thick lenses. Her grades were better too,
n't they?

onna ever has any children, I hope you tell her to just pay some attention to
one that doesn't smile very much because that one will really be crying inside.
when she's about to bake six dozen cookies to make sure first that the kids
t want to tell her about a dream or a hope or something, because thoughts are
rtant too to small kids even though they don't have so many words to use when
tell about what they have inside them.

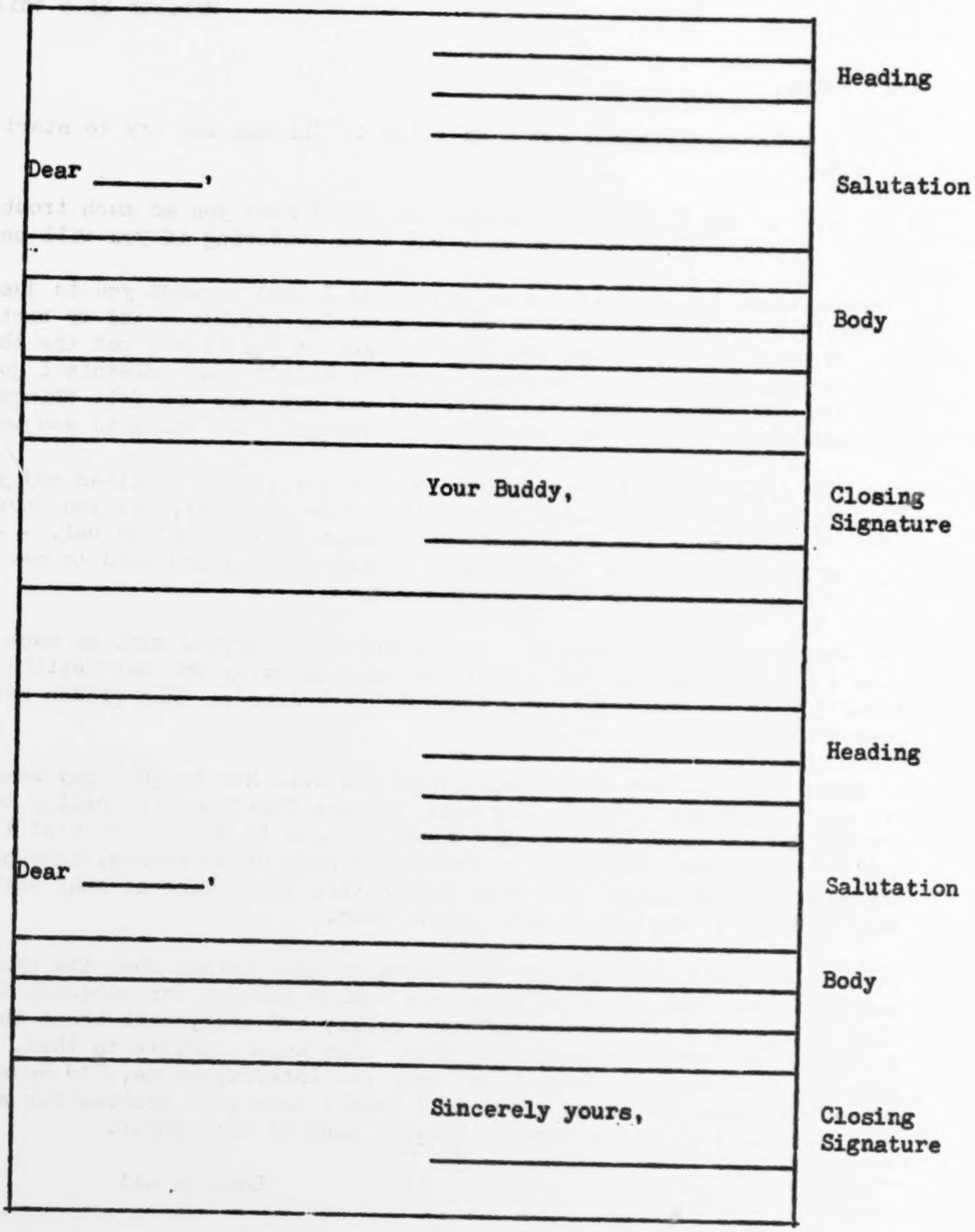
ink that all the kids who are doing so many things that the grownups are tear-
their hair out worrying about are really looking for somebody that will have
to listen a few minutes and who really and truly will treat them as they would
wnup who might be useful to them. You know - polite to them. If you folks
ver said to me: "Pardon me" when you interrupted me, I'd have dropped dead.
ybody asks you where I am, tell them I have gone looking for somebody with
because I've got a lot of things I want to talk about.

Love to all

ansas City Star - May 27, 1959

## INDIVIDUAL CONTRACT LEARNING ACTIVITY NO.___

**Use the forms suggested for various kinds of letters. Provide ditto copies.**


Heading
Dear _______,
Salutation
Body
Your Buddy,
Closing
Signature
Heading
Dear _____,
Salutation
Body
Sincerely yours,
Closing
Signature

**Note**

e teacher may want to run off this assignment on hectograph and give a copy each pupil. It may also be put on the board. Papers should be returned to e pupil for correction of all English usage errors.

## INDIVIDUAL CONTRACT LEARNING ACTIVITY NO.____

While growing up a child may rebel against the ideas of his parents; but, in most cases, he accepts the basic family pattern. How do your views agree with those of your family on these points: politics, neighbors, art, reading, shows, music, dating, use of the family car? Do you think that the family you will head will be the same as your family now? Write your answer.

Without using names, write out in detail the circumstances which seem to prevent complete happiness in a family you know about. Try to describe everything you can about these circumstances. Remember there are several sides to most troubles or difficulties. After writing all this down, try to explain how family disturbances can be lessened by better understanding and calm discussion of family problems.

## SELF-EVALUATION: HOW DO YOU RATE IN YOUR FAMILY?

| | Always | Sometimes | Never |
|---|---|---|---|
| 1. Do you do your share of the family tasks without grumbling? | | | |
| 2. Do you expect to receive only your fair share of the family income? | | | |
| 3. Do you leave other people's mail alone? | | | |
| 4. Do you knock before entering a closed room? | | | |
| 5. Do you ask permission before you borrow something? | | | |
| 6. Do you express appreciation for favors received? | | | |
| 7. Do you take part in family affairs? | | | |
| 8. Can you discuss important personal matters with your parents? | | | |
| 9. Do you try to understand the reasons for the rules which your parents lay down? | | | |
| 10. Do you use good manners at home? | | | |
| 11. Do you try to display your affection for your mother? | | | |
| 12. Do you try to display your affection for your father? | | | |
| 13. Do you take part in family discussions? | | | |
| 14. Do you keep promises made to members of your family? | | | |
| 15. Are you courteous to guests of your family, whether they are particular friends of yours or not? | | | |
| 16. Do you realize that your parents are people who have had experiences similar to your own when they were growing up? | | | |
| 17. Do you find ways occasionally of bringing your parents into activities with your friends? | | | |
| 18. Do you introduce your friends to your parents? | | | |

Plans for improvement in weak areas: ____________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

## Unit VII. Are You Listening? Number Please!

### Suggested Time - Five Weeks

rview

e today, unlike that of our forefathers, depends on a complex system of unication which hourly brings into our homes the voices and thought of people way around the world. Every phase of our lives, in fact, is keyed to the many ds of modern living. Whether these sounds become a meaningless jumble, or her they contribute to a better way of life depends largely upon how effective ening skills of pupils are developed. The teaching of listening is as vital ur schools today as the teaching of reading.

ific Objectives

To develop techniques and attitudes of critical listening and viewing

To show how radio, telephone, television and cinema have added new dimensions to our lives

To help pupils develop standards of listening and of judging what they hear

Outline of Content

e Audio-Visual Aids)

Activities and Operational Procedures

Introduce the unit by planning ways to help pupils test their own listening skills.

Closing their eyes and listening to various sounds for several minutes is one way of "breaking the ice." Have them make lists or enumerate the different sounds.

Tape record voices of individual pupils; then play back the tape for identification of voices.

Play sound records for identification of sounds.

Play music records for identification of instruments and voices. Use records the pupils enjoy. Invite Dr. Berg, Director of Music, to discuss recordings.

Make a chart of sounds important to modern living. Group them according to

| Outline of Content | Activities and Operational Procedures |
|---|---|
|  | school, industry, safety, etc. Pupils may wish to make suggestions. Use both magazine illustrations, student drawn cartoons and words. |
| Tastes in Listening and Viewing | The teacher should prepare in advance a file or bulletin board of television and radio programs for observation and study. |
|  | Introduce the study of TV and radio by conducting a test on the habits and tastes of the students. Prepare a short questionnaire on kinds of programs that are heard, amount of time spent in listening, preferences, attitude of members of family, etc. |
|  | See Individual Contract Learning Activity. |
| Listening with greater awareness | It is important to know not only what the child listens to, but why he listens. The teacher needs to develop a positive attitude in guiding the students toward better usage of TV and radio, for they are "here to stay." |
| Trying for more effective use of television and radio | Assign to the pupils a lesson on listening as a home assignment. Have them report orally (from notes) on titles, producers, actors, characters, setting, locale, costuming, sponsors, music, language, sound effects, acting, gestures. |
| Classifying programs according to content and function | As a class project the pupils may make reference charts of programs that belong in various categories - news, educational, drama, detective, mystery, cartoons, etc. Rate these also according to purpose - informational, educational, entertaining, persuasive, etc. |
| A study of commercials | Assign a special study of advertising on radio and television in order to help the students develop habits of critical analysis. What advertisements are honest? What devices do advertisers use to persuade? Bring in examples of different types. What methods are used to protect the public from false or tricky advertising? Make a list of products that you would buy, stating your reasons. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| | Write a commercial, and present it to the class. Use whatever techniques you need to "sell" your product. |
| at constitutes a good program? | Let the pupils select two radio or television serials which deal with teen-age characters and list the problems about which the plays are concerned. Are these problems real, or are they only the problems adults think teenagers have? Are the young characters lifelike, or do they seem exaggerated and riciculous? Do the stories seem real? |
| levision and radio standards | The teacher should prepare a chart of good standards for judging TV and radio programs - authenticity, honesty of content and purpose, artistry, careful usage, logical thinking, effectiveness in adaptations of plays, novels and stories. The pupils may suggest other standards. |
| | The pupils should be ready to prepare a program of good listening for themselves and their families. Use the chart of standards. |
| | Include the amount of time that should be spent, family cooperation in the use of the TV and radio, and courteous consideration of the needs for quiet hours. |
| erence resources:<br>ewspaper reviews and previews<br>agazines<br>rofessional journals - lists of<br>ows of high educational value | Members of the class may be assigned as scouts to gather information about good TV and radio programs. |
| radio and television in developing<br>speech habits | Assign special reports on evaluation of speech and the use of language to the students. Stress clarity, voice, enunciation, and use of language. Have the pupils try reading announcements, preparing commercials, and reading poems for drill in developing good speech habits. The tape recorder may be used for playbacks. |
| ntures in Living, p. 368 | Read for the pupils "I Hear America Singing" while they follow in book. Have the pupils transpose to prose form. Compare poetry and prose form from the |

| **Outline of Content** | **Activities and Operational Procedures** |
|---|---|
| | standpoint of effect. Show how a complete line devoted to each artisan is a picture story. Show how the poetry form emphasizes the likenesses and differences of the people.<br>Do this with several other poems of your choosing. |
| Use listening to records as a means of developing listening skill as well as an appreciation of sound as a means of communication.<br>See list of Audio-Visual Aids | Play records of selected poems and/or speeches. Have pupils note how inflection, pitch and intonation influence meaning. Have them explain what effect these things had on them as listeners. Note that some words need sound effects but others are wired for sound - buzz, whistle, thump, sizzle. Have pupils record words of the latter type as they listen. |
| | Play records of sound effects (see Audio-Visual listing). Have pupils write what these sounds mean to them and describe the scene these sounds bring to mind. Explain how sounds sometimes tell us what to do: bells, whistles, horns, screams, etc. Have pupils list other examples. |
| See "Letter from a Boy" - Resource Unit VI.<br>Use a telephone in classroom. See Audio-Visual Aids. | Prepare for class discussion a questionnaire on listening habits.<br>1. Percentage of day spent in listening<br>2. Role of listening in making acquaintances - teachers, schoolmates, employers<br>3. Home habits of listening - to members of family - radios, television<br>4. Importance of listening in telephoning, delivering messages<br>5. Relate some incident - personal experience, newspaper, or other source in which difficulty or disaster was caused by poor listening. Failing to listen to directions for taking a test may cause unwarranted failure. |
| Use a tape recorder | Play a previously recorded set of directions, while pupils take notes. They may check for accuracy when the tape is replayed.<br>Suggest that pupils prepare job application interviews to be recorded on tape. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| se short excerpts from literature, entences with spelling or vocabulary tudy words, or other appropriate | Dictate short exercises to the class for a few minutes each day. Instruct the pupils to listen to the whole sentence before they begin to write. Repeat each sentence once for the first few times. The pupils will gain skill with practice. |
| or reading materials, use such agazines as *Popular Mechanics*, *Popular cience*, *Field and Stream* - examples of ow-to-Do activities. | Encourage volunteers to explain some simple process, as putting on a shirt, without using gestures while another pupil attempts to carry out the directions. Ask pupils to explain simple How-to-Do or How-to-Make projects, while others listen, take notes, and ask questions. Questions should come at the end of the talk in order to avoid confusion. |
| eme on use and misuse of TV in the me | By using points brought out in the study of television and radio, the student should be able to write a short theme on using television. He could use a favorite TV show as an example. |
| chanics<br>ing *Your English*, pp. 100-130<br>dy of compound sentences<br>s of apostrophe | Correlate the study of compound sentences with the written composition by suggesting the use of compound sentences in the themes and letters. |
| of colon in lists -- following se, *the following*, *as follows* | In the composition work of this area, the students may write sentences with formal enumeration. Put beginnings of sentences on the board.<br>My favorite programs are these:<br>Please send me the following: |
| guage and vocabulary | Have the pupils keep a record of the good and poor usage he hears on TV and radio. They can add this to their notebook collector's items. |
| of the terms and words - spectrum, nel, VHF, UHF, live television, ure definition, kinescope, video , shots, dissolve, cut, pan, dolly, ngs, pay TV, telstar, cinema, cinema- e, cinerama, free verse, cariacature, al communication | Prepare a list of technical terms and words - the trade language of radio and TV. The pupils should learn the meanings and make use of them in discussions. |

inating Activities

Prepare a TV panel or radio interview.
Hold a discussion on the use and misuse of television in the home, using the themes written by the students.

Promote a good listening campaign in the class. (Use posters; prepare a bulletin board; write articles for the school paper.)

Tape record a description of someone using words that praise, but with inflection and tone show a negative opinion of the person.

Listen to a prepared speech and take notes that indicate the main ideas. Ask a speaker to give a talk. Take notes and prepare questions for later discussion. List the benefits of good listening habits applied to on-the-job performance.

### Evaluation

Is the pupil a more attentive listener in class?

Has the pupil become aware of the importance of discriminating listening?

Does the pupil know the three basic rules of listening manners - look interested; keep still; wait your turn?

Achievement test No. 7.

### Resource Materials

Adventures in Living (text)
Living Your English - 10 (text)
Postman, Neil, Television and the Teaching of English
Blum, Daniel C., Pictorial History of Television
Bogart, Leo, The Age of Television
Fischer, Edward, The Screen Arts
Tarbert, Donald C., Television in Our Schools
Wylie, Max, Clear Channels
Corbin, Richard, Poetry I
Peterson, R. Stanley, Poetry II
La Brant, Lou, Our Language - 4
Popular Mechanics, Popular Science, Field and Stream
"Are You Listening" (pamphlet), Bell Telephone Company

### Audio-Visual Instructional Materials

Motion Pictures:

| | | |
|---|---|---|
| OX-159 | Language Teaching in Context | 40 minutes |
| 0-632 | Speech: Using Your Voice | 10 " |
| 00- 55 | Julius Caesar | 20 " |
| OX-109 | Resolve of Patrick Henry | 27 " |

**Records:**

| | |
|---|---|
| R-38 | Crossing the Bar and other poems |
| R-39 | Selected Poems |
| R-49<br>R-50<br>R-51 | Sound Effects |
| R-103 | The Gettysburg Address |
| R-131 | You Are There: Battle of Gettysburg, Magna Charta |

The teacher might run off on the hectograph copies of this chart to check on listening-viewing habits. The class could then evaluate the data in terms of most popular programs, most popular type of programs, hours spent in viewing, etc. Discuss whether time has been spent wisely.

## INDIVIDUAL CONTRACT LEARNING ACTIVITY NO.____

Name________________________________________Week of____________________

### MOVIES SEEN

1.______________________________2.______________________________

### RADIO PROGRAMS

| Day | Name of Program | Hours |
|---|---|---|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |
| Sunday | | |

### TELEVISION PROGRAMS

| | | |
|---|---|---|
| Monday | | |
| Tuesday | | |
| Wednesday | | |
| Thursday | | |
| Friday | | |
| Saturday | | |
| Sunday | | |

### FAVORITE PROGRAMS

| RADIO | TELEVISION |
|---|---|
| 1. | |
| 2. | |
| 3. | |

# Resource Unit VIII.: Where Do We Go from Here?
# Where Have We Been?

Suggested Time - Six Weeks

## Overview

The ultimate goal for which we strive is to instill in the pupil a concept of himself as a thinking, worthwhile, useful and contributing member of the many communities of which he is a part. Incorporated in this goal is the implication that in order to function properly and thereby enhance this self-concept, the pupil must attain certain skills as tools to reach a level of excellence within his competence. Once he has attained a satisfactory standard of performance on this level, he will enjoy a sense of accomplishment that will stimulate him to further effort in his pursuit of excellence.

At this time, this sense of accomplishment might be brought about by showing the pupil, in a definite manner, exactly what he has accomplished (learned) in the area of communication skills and his year in the Work-Study Program.

## Specific Objectives

To help the pupil to evaluate his progress toward becoming a physically and mentally healthy individual with the characteristics of a good citizen

To provide means for the pupil to evaluate the skills acquired in the area of communication: reading, writing, speaking, listening

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Evaluation of Literary Interpretation - Reading Tests accompanying Adventures in Living | Select from each unit in the curriculum guide an appropriate reading that has not been used in the class previously. Give the test as soon as possible after the reading. |
| California Achievement Tests, Advanced Battery (Reading) | Have pupils take reading test. Compare improvement in scores as you compare September results with results of this testing. Point out improvement to pupil - do not emphasize if below grade level. |
| Self-Evaluation of gains made | On hectograph run off copies of Self-Evaluation Chart - A for each pupil to fill out. Also fill out one yourself on each boy in the class. In individual |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| | conference, go over charts and compare teacher and pupil evaluation of growth. |
| Evaluation of Class | Have students answer questionnaire "Looking Back Over Year's Work." |

# SELF-EVALUATION

| | | Good Improvement | Poor Improvement | No Improvement |
|---|---|---|---|---|
| ACCEPTING RESPONSIBILITY | A. Getting work done on time | | | |
| | B. Pay dues and fees | | | |
| | C. Returning library books | | | |
| | D. Attendance | | | |
| | E. At home | | | |
| SELF CONTROL | A. In assemblies | | | |
| | B. Class discussions and meetings | | | |
| | C. When teacher is gone | | | |
| | D. On job project | | | |
| | E. At home | | | |
| ATTITUDES | A. Courteous to others | | | |
| | B. Tolerant of others | | | |
| | C. Follow school policies | | | |
| | D. Enjoy work | | | |
| | E. Cooperate with teacher | | | |
| | F. Responsible | | | |
| ORAL AND WRITTEN ENGLISH | A. Spelling | | | |
| | B. Grammar | | | |
| | C. Speaking | | | |
| | D. Punctuation | | | |
| | E. Sentences | | | |
| | F. Paragraphing | | | |
| NEATNESS OF PAPERS | A. Writing | | | |
| | B. Form | | | |
| | C. Condition of paper | | | |
| KNOWLEDGE GAINED | A. Facts | | | |
| | B. New ideas and opinions | | | |
| | C. Understanding | | | |

# LOOKING BACK OVER OUR YEAR'S WORK

I. What are some of the things we have done this year that you feel were important or interesting?

II. Has this class helped you to improve personally in poise, confidence, or in getting along with others? What activities do you think helped in any of these?

III. Do you think that the class as a whole has improved in any of the following: (1) cooperating (2) courtesy (3) enthusiasm (4) carrying out responsibility?

IV. Has the class helped you to think for yourself?

V. Do you feel that you know more about English, mathematics and world geography than you did at the beginning of the school year?

VI. In what ways do you think this class could have been more helpful to you?

VII. Have you learned anything in this class that helped you elsewhere in or out of school? For example?

## Culminating Activities

It is suggested that the teacher have an individual conference with each pupil to discuss test results with primary emphasis focused upon improvements the pupil has made during the year. It is realized that numerous conferences are held throughout the year, but at year's end the over-all advancement should be stressed.

# PREFACE TO COMPUTATION

## NOTE TO TEACHERS

Note the spiral arrangement of topics in this text. The unit on circles in Chapter I, for example, uses whole number computation; and again, in Chapters IV, VI and VIII, in relation to fractions and decimals. In Chapters I and III circles are used in construction.

Such a plan has sound educational advantages for both teacher and pupil. Learning, spread over a longer period of time with opportunities for frequent review, is more effective for both pupil and teacher. The plan also provides opportunity for a much needed change of pace for pupils. In such a teaching plan the student can realize how "Every round goes higher, higher."

Teachers should realize that no one unit is completed in a few lessons, but has extended relationships in other units throughout the year.

Since pupils learn to do by doing, let us realize that accepting long assignments that contain many errors has but little value for the pupil. Fewer problems in drill work with self-correcting procedures offers greater opportunity for the boys to learn from their own errors.

Whenever possible, replace tables and applications in the text with similar ones from the boys' experiences or from current newspapers or magazines. For example, replace the Sewing Class Problem (for girls) on page 226 of the text with a shop activity for boys, but keep the process of finding the circumference of a circle using $C = \pi d$ [illegible] 3.1416.

Make frequent use of the picture dictionary at the back of the text in class discussions and in assignments. Help the boys develop an understanding of key words they need. Each boy might keep a vocabulary sheet in his folder to which he adds words that are new to him, or words he has misspelled in his work. The summary at the end of each chapter contains a vocabulary list.

# Resource Unit IX.: Are You Going Around, In, or On Circles?

Suggested Time: Three Weeks

## Overview

GUIDANCE: Have boys consider their daily lives - are they going around in circles, somewhat lost, or is there direction to their lives? If it tends toward the circular, can they guide it into the spiral, --- "every round goes higher, higher?" Consider their circle of friends, their family circles and other relationships.

SOCIAL LIVING: We also go around on circles. The wheel is probably the greatest invention of history.

COMPUTATION: Explore the curving paths of circles; what they are; how to construct them; how to measure them; how to enjoy their beauty in design.

## Specific Objectives

1. To help pupils to see the importance of circles in our environment - transportation, industry, design
2. To learn what a circle is
3. To learn the words used in talking about circles
4. To learn to draw circles
5. To estimate the circumference and diameter of a circle
6. To find the circumference and diameter of a circle.
7. To find the area of a circle
8. To use the circle in design
9. To use the circle in geometric constructions
10. To understand, interpret and make circle graphs and to relate parts to the whole

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Using the concept of circles for guidance | Conduct an activity to introduce the concept of circles in application to daily living - family circles, circle of friends, civic and church circles. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Picture in text, page 5 | Emphasize the idea of widening circles as expressed in the following lives:<br>"A pebble on a placid lake will ever-widening circles make,<br>Beyond the wildest dream of him<br>Whoever held the pebble in his hand." -- (anonymous) |
| | Shared experiences and illustrations can enrich this discussion. |
| Social Living: Application of Circles<br>lan also goes around on circles<br>ettering: Future Unlimited PRL - 152<br>aturday Evening Post reprint<br>ay 17, 1958 | The wheel is probably the greatest invention in history. Consider its uses in transportation and industry. Refer to the circular buildings in Kansas City, St. Augustine's Episcopal Church, Katherine Richardson School, oil and grain storage facilities. |
| omputation and Use Circles<br>ext: p. 6, p. 7, p. 25-26, p. 74-75 | Teach pupils to draw circles. Emphasize the vocabulary of the circle: circle, circumference, radius, diameter, arc, chord, tangent, concentric circles. |
| rcumference | Teach pupils to estimate circumference of circles: circumference is approximately three times the diameter. $C \approx 3d$. |
| xt: p. 35-40 | Emphasize - Do not use the sign of equality =; use the sign of approximately equal, $\approx$ |
| xt: p. 226, 371, 424-426 | Later, in chapters on decimals and fractions, instruct pupils to find the circumferences using the formulas $C = \pi d$ or $C = 2\pi r$ where $\pi \approx 3.1416$ or $\approx 3.14$ or $\pi \approx 3\ 1/7$ or $\frac{22}{7}$ (See Lasley and Mudd: The New Applied Mathematics, p. 251 value of $\pi$ |
| of circles in design | Bring to pupils' attention the use of circles in designs:<br>Christmas cards<br>fabrics<br>flooring<br>windows |
| t: p. 51-53, p. 206 | Have pupils make designs based on circles. |
| of circles and arcs in geometric structions<br>Text: p. 14-16<br>Text: p. 51-53, 202-206 | Have pupils make border designs.<br>Have pupils make designs based on the triangle and hexagon. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Text: p. 202-206<br>Mallory, Skeen, Meserve: General Mathematics p. 444-446<br>Find area of circles<br>Text: p. 428-429 | Have pupils make designs based on perpendiculars and tangents.<br>Develop the meaning of the formula. |
| Lasley and Mudd: The New Applied Mathematics p. 254-255 | Supplement exercises in the text with further practice drills. |
| Mallory, Skeen, Meserve: General Mathematics p. 498-500 | |
| The Circles and the Globe<br>Text: p. 449-451 | Latitude and Longitude<br>Correlate this with Hunnicutt - Grambs: The Great Adventure, Chapter 13 |
| | Conduct a study and survey of airplane routes showing that the Great Circle routes are the shortest. |
| | Assign for study: Resource Unit XII on Measurement contains surface area and volume of cylinders, cones and spheres. |
| Formulas of Industry<br>Pulleys<br>Wheel and axle<br>Rim, speed and cutting speed | Resource Unit XIII on Ratio and Proportion introduces work with these formulas on p. 383-386, 474-478. |
| Circle Graphs | Resource Unit XV contains the work on circle graphs. |

Culminating Activities

This unit gives opportunity for a well organized notebook or folder. Pupils take pride in neatness in constructions and designs. Creative activity makes for increased interest.

Evaluation

Text: p. 77, 78

Resource

Mallory, Skeen, Meserve: General Mathematics, p. 210, 244, 498, 445, 446
Lasley and Mudd: The New Applied Mathematics, p. 227-230, p. 250-257; value of $\pi$ see p. 251
Larsen: Magic Squares, Circles, Stars, Enrichment Program for Arithmetic - Grade 5
Kettering: Future Unlimited PRL-152 Saturday Evening Post, May 17, 1958 Educational Bureau - Curtis Publishing Company, Philadelphia 5, Pennsylvania

Audio-Visual Instructional Materials

0-1061 Meaning of Pi Film - 11 minutes

Professional Aids - See Appendix A.

# Resource Unit X.: How Much Do You Count?

## Our Number System --- Whole Numbers

Suggested Time - Four Weeks

## Overview

Our number system developed from the need to count. Ancient civilization simple, but clumsy, systems. Our Hindu-Arabic system replaced the Roman N only a few centuries ago. It has many refinements and advantages.

## Specific Objectives

To develop in pupils an appreciation of the imporatnce of numbers in c civilization

To help pupils realize we count those things which are scarce -- not t grains of sand on a beach or the drops of water in the river

To show that early man first counted -- one, two, many -- but as civil became more complex and the need developed for more numbers, then numb systems originated in various civilizations

To help pupils recognize that a number can be expressed by different n or symbols

To develop an understanding of the elements of our number system, the Arabic System

| Outline of Content | Activities and Operational Proc |
|---|---|
| A consideration of self evaluating problems | Conduct activity on self-appraisa self-respect. |
| 1. How much to YOU Count | "My own self at my very best at al |
| Evaluation will be carried on throughout the year | |
| 2. How MUCH do you count: | Mathematics Inventory (see page 7)<br>Try to develop the attitude, "I ca improve." |
| | Importance of numbers in our lives |
| | Cardinal Numbers<br>How many? Count 1, 2, 3, 4, 5, 6 8, 9 |
| | Ordinal Numbers<br>Which one? 4th, 10th |
| | Numbers are used in automation for |

## Outline of Content

Assignment:

3. How much do you COUNT?

   Mallory-Skeen-Meserve
   Chapter 1 - 1

   A. Numbers and Numerals
      Mallory-Skeen-Meserve
      Chapter 1 - 2

   B. Our Number System
      Text - Chapter I, p. 9-13

## Activities and Operational Procedures

Social Security Number
(Fill out request for Social Security Number)

Telephone Numbers
DDD (Direct Distance Dialing)

| Area Code | Exchange | Number |
|---|---|---|
| 816 | | |

Addresses
ZIP numbers effective 7-1-63

Addresses in Kansas City, Missouri, are 841 followed by the zone number in two digits.

Examples:

Municipal Stadium
2128 Brooklyn
Kansas City, Missouri 84127

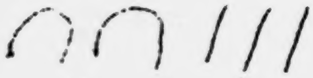
Board of Education Building
1211 McGee Street
Kansas City, Missouri 84106

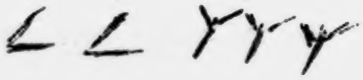
Stress to pupil:

Man counts things which are scarce or have value.

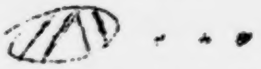
Early man first counted -- one, two, many.

Then man developed symbols for larger numbers.

Egyptian 

Babylonian 

Roman XXIII

Mayan 

Hindu-Arabic 23

Assign for study:

Base Ten

Our number system uses ten number symbols, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

The place value of each digit is ten times that of the digit on its right.

The value of the number is the sum of the values of the digits.

**Outline of Content** | **Activities and Operational Procedures**

$23 = 2 \times 10 + 3 \times 1 = 20 + 3$

```
x    x    x
x    x    x
x    x    x
x    x
x    x
x    x
x    x
x    x
x    x
x    x
```

$$432 = 4 \times 100 + 3 \times 10 + 2 \times 1 = \begin{cases} 400 \\ 30 \\ \underline{2} \\ 432 \end{cases}$$

Assign students:

Read and write numbers from newspapers, magazines and textbooks.

C. Number Facts

Addition and Subtraction

| Add | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 3 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 4 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 5 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 6 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 7 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 8 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 9 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |

| Add | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | | | | | | | | | | |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |

Lead the boys to explore and discover number facts by making this chart. The teacher fills in the sums on the chart on the board and each boy fills in the sums on his own addition chart on squared paper as the teacher asks questions such as:

| left column | top | sum |
|---|---|---|
| 6 | 3 | ? |
| 3 | 6 | ? |
| ? | 6 | 9 |
| 3 | ? | 9 |

Note: Order does not change the sum

Fill in the first row of the chart.

Left + 0 0 0 0 0 0 0 0 0 0

Top $+\underline{0}$ $+\underline{1}$ $+\underline{2}$ $+\underline{3}$ $+\underline{4}$ $+\underline{5}$ $+\underline{6}$ $+\underline{7}$ $+\underline{8}$ $+\underline{9}$

Fill in the first column of the chart.

Left + 0 1 2 3 4 5 6 7 8 9

Top $+\underline{0}$ $+\underline{0}$ $+\underline{0}$ $+\underline{0}$ $+\underline{0}$ $+\underline{0}$ $+\underline{0}$ $+\underline{0}$ $+\underline{0}$ $+\underline{0}$

Compare these with the numbers in the top outside column and the left outside column. This comparison is stated mathematically, "Zero is the identity element in addition." What discoveries do the boys make as each completes his chart?

**Outline of Content**

**Activities and Operational Procedures**

Addition is grouping or combining. Subtraction, the inverse of addition, separates numbers.

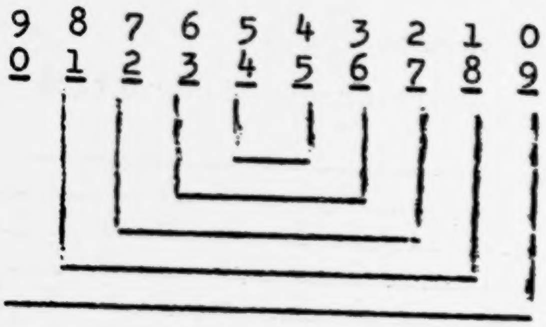
A family of number facts illustrates the ideas above and the fact that the order of the terms does not change the sum in addition.

6 + 3 = 9
3 + 6 = 9
9 - 6 = 3
9 - 3 = 6

$$\begin{array}{r}6\\+3\\\hline 9\end{array}\qquad\begin{array}{r}3\\+6\\\hline 9\end{array}$$

$$\begin{array}{r}9\\-6\\\hline 3\end{array}\qquad\begin{array}{r}9\\-3\\\hline 6\end{array}$$

The nine's diagonal gives the pairs of numbers whose sum is 9,



There are only five pair, for order does not change the value of the sum of two numbers.

Follow the diagonal 0 - 18, count the squares in that diagonal - 10 squares

Count the squares to the right of the diagonal - 45 squares

Count the squares to the left of the diagonal - 45 squares

Hence, instead of 100 addition facts and 100 subtraction facts, we can reduce these to 55 families of number facts of addition and subtraction.

"I already know most of these. I can learn the rest."

**Multiplication and Division**

Multiplication is repeated addition. The learning of the multiplication facts is a short cut.

## Outline of Content

C. Number Facts (continued)

| X | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 2 | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 |
| 3 | 0 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 |
| 4 | 0 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 |
| 5 | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 |
| 6 | 0 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 |
| 7 | 0 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 |
| 8 | 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 |
| 9 | 0 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 |

| X | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 0 | | | | | | | | | | |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| 6 | | | | | | | | | | |
| 7 | | | | | | | | | | |
| 8 | | | | | | | | | | |
| 9 | | | | | | | | | | |

See Text, page 46

## Activities and Operational Procedures

Division, the inverse of multiplication, is repeated subtraction. The learning of the 90 division facts is a short cut.

Lead the boys to explore and discover number facts by making this chart. The teacher fills in the products on the chart on the board and each boy fills in the products on his own chart on squared paper as the teacher asks questions such as:

| Left column | Top row | Product |
|---|---|---|
| 6 | 3 | ? |
| 3 | 6 | ? |
| ? | 6 | 18 |
| 3 | ? | 18 |

Note: Order does not change the product. However, in division, order does affect the answer. $18 \div 6 = \frac{18}{6} = 3$ is quite different from $6 \div 18 = \frac{6}{18} = \frac{1}{3}$

Fill in the first row of the chart (C) Zero on the left times top digits: 0 x 0, 0 x 1, 0 x 2, 0 x 3, 0 x 4, 0 x 5, 0 x 6, 0 x 7, 0 x 8, 0 x 9

Fill in the first column of the chart (C) Digits on the left times zero at top: 0 x 0, 1 x 0, 2 x 0, 3 x 0, 4 x 0, 5 x 0, 6 x 0, 7 x 0, 8 x 0, 9 x 0

What were all the products in the first row and the left column?

Yes, there is really only one number fact to learn here -- the product of zero and any factor, in any order, is always zero.

What discoveries do the boys make as each completes his multiplication table?

The diagonal 0-81 gives the squares of the digits.

The diagonal 0-72 above and below the diagonal 0-81 are identical because the order of the factors does not change the product; i.e., 8 x 9 = 9 x 8 = 72 and 6 x 4 = 4 x 6 = 24.

Hence there are really only 55 families of multiplication and division facts.

**Outline of Content**

D. Fundamental Operations

Addition

Text, p. 16-24

Subtraction

Text, p. 27-34

**Activities and Operational Procedures**

A family of multiplication and division number facts is represented below:

$6 \times 3 = 18$
$3 \times 6 = 18$

$$\begin{array}{r} 6 \\ \underline{\times 3} \\ 18 \end{array} \qquad \begin{array}{r} 3 \\ \underline{\times 6} \\ 18 \end{array}$$

$$\begin{array}{r} 3 \\ 6\overline{)18} \end{array} \qquad \begin{array}{r} 6 \\ 3\overline{)18} \end{array} \qquad \frac{18}{6} = 3 \qquad \frac{18}{3} = 6$$

"I know many of these. I can learn the rest."

Why are there only 90 division facts but 100 addition, 100 subtraction, 100 multiplication facts?

Division by zero is not possible. We know

$$\begin{array}{r} 4 \\ 3\overline{)12} \end{array} \quad \text{because } 3 \times 4 = 12$$

But $\begin{array}{r} ? \\ 0\overline{)5} \end{array}$ means $0 \times ? = 5$. We know there is no number which can be multiplied by zero to give a product of 5. However, $\frac{0}{1} = 0$ and $\frac{0}{2} = 0$ or $\frac{0}{\text{any number}} = 0$

Use the idea of place value to explain carrying. This procedure may lead to greater understanding and accuracy. Then the familiar short cuts can be used with greater accuracy.

Add:

$$\begin{array}{rcl} 32 & = & 30 + 2 \\ 47 & = & 40 + 7 \\ \underline{59} & = & \underline{50 + 9} \\ & & 120 + 18 = 130 + 8 = 138 \end{array}$$

(carry 1 ten)

Subtract:

$$\begin{array}{rcl} 62 & = & 50 + 12 \\ \underline{37} & = & \underline{30 + \phantom{1}7} \\ & & 20 + \phantom{1}5 = 25 \end{array}$$

Subtract:

$$\begin{array}{rcccl} 543 & = & 500 + 40 + 3 & = & 400 + 130 + 13 \\ \underline{289} & = & \underline{200 + 80 + 9} & = & \underline{200 + \phantom{1}80 + \phantom{1}9} \\ & & & & 200 + \phantom{1}50 + \phantom{1}4 = 254 \end{array}$$

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Multiplication<br>Text, p. 42-50 | Multiply:<br>$\begin{array}{r} 432 = 400 + 30 + 2 \\ \underline{23} = \underline{\qquad 20 + 3} \\ 1200 + 90 + 6 \\ \underline{8000 + 600 + 40} \\ 8000 + 1800 + 130 + 6 \end{array}$<br>carry 1000 carry 100<br>9000 + 900 + 30 + 6 = 9936 |
| Division<br>Text, p. 54-68 | $\begin{array}{r} 4 \\ 9\overline{)39} \\ \underline{36} \\ 3 \end{array}$ $\qquad$ $\begin{array}{r} 43 \\ 9\overline{)392} \\ \underline{36\phantom{0}} \\ 32 \\ \underline{27} \\ 5 \end{array}$<br>The figure 4 in the quotient means 4 ones, so the 4 is written over the 9 in one's place<br>The figure 4 in this quotient means 4 tens so the 4 is written over the 9 in ten's place. |
| E. Statistics<br>Text, p. 69-73 | Because this topic is new it gives a fresh approach to the use of the fundamental operations. Pupils get the needed drill, but they enjoy it. Use tables and prices from a current newspaper. Try to develop critical judgment. |

Evaluation: Mathematics Inventory

Individual Contract Teaching Activity
No.

1 100 Addition Facts, p. 18-19
2 100 Subtraction Facts, p. 28
3 100 Multiplication Facts, p. 44-45
4 81 Division Facts, p. 55
5 Lasley and Mudd, The New Applied Mathematics, Prentice Hall

Achievement Test 1, p. 77, 78 Sept.
" " 2, 123,124 Jan.
" " 3 199,200 May

Give these tests on number facts the second week of school, then again after pupils have made and studied their number fact charts. Have pupils who missed more than 3 on any of these tests make their own flash cards for study. Re-test as needed

6 Inventory Test in Addition, p. 17
7 " " " Subtraction, p. 27
8 " " " Multiplication, p. 43,44
9 " " " Division, p. 54
10 Test on Whole Numbers, p. 76

Follow the directions in the text. Give help to those who missed many. Re-test addition before going on to subtraction.

Vocabulary:

Text, p. 74

Culminating Activities

Make a chart for keeping individual records to be placed in the student's folder.

Resource Material

Huff, Darrell, How To Lie With Statistics, Norton and Company, 1954

Larson, Harold D., Calendar Fun - Row, Peterson

Audio-Visual Instructional Materials

Understanding Numbers Series

| | | |
|---|---|---|
| 0-937 | Story of Our Number System | |
| OX-140 | Earliest Numbers | 30 minutes |
| OX-141 | Base and Place | 30 " |
| OX-142 | Big Numbers | 30 " |
| F-578 | Our Number System | |

## MY PROGRESS SHEET

NAME ____________________

| DATE | | INDIVIDUAL CONTRACT TEACHING ACTIVITY | | Number Possible | Number Right | | My Grade % Right | | Number Missed | | Number Corrected | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 2 | No. | Text | | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| | | 1 | Addition Facts, p. 18-19 | 100 | | | | | | | | |
| | | 2 | Subtraction Facts, p. 28 | 100 | | | | | | | | |
| | | 3 | Multiplication Facts, p. 44-45 | 100 | | | | | | | | |
| | | 4 | Division Facts, page 55 (Lasley-Mudd) | 81 | | | | | | | | |
| | | 5 | Achievement Test I | 50 | | | | | | | | |
| | | 6 | Inventory Test, page 17 | 44 | | | | | | | | |
| | | 7 | Inventory Test, page 27 | 39 | | | | | | | | |
| | | 8 | Inventory Test, p. 43-44 | 25 | | | | | | | | |
| | | 9 | Inventory Test, page 54 | 24 | | | | | | | | |
| | | 10 | Chapter Test I (page 76) | 11 | | | | | | | | |
| | | | Chapter Test II (page 76) | 32 | | | | | | | | |
| | | | | | | | | | | | | |

# Resource Unit XI.: How Sharp Are You?

## Angle, Lines, Triangles

Suggested Time: Three Weeks

### Overview

In this unit we lead the pupils to evaluate their progress:

How sharp are you?
Are you improving your skills?
How are your attitudes changing?

We guide pupils through observations as suggested below:

Notice the lines, angles and triangles in the room and on the way to and from school. Observe that triangles are used in construction, as on bridges, for strength and rigidity. Observe designs in fabrics, floor covering, church windows and furniture. Note that the pull of gravity influences construction, hence the rectangle is basic in rooms and furniture -- floors are horizontal and walls are vertical.

### Specific Objectives

Guidance:

To stimulate the boys to check frequently on their evaluation and mathematics inventories:

Is there growth?
Are my relationships at work better?

Mathematics:

To observe angles in our environment
To learn various kinds of angles
To learn to name angles
To learn to measure angles
To learn the relationships of angles in a triangle and that the sum of the three angles of a triangle is 180 degrees
To use compasses in constructing angles, triangles, perpendicular and parallel lines
To use these constructions in design

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Angles - Text, Chapter 2<br>The nature of angles and their parts<br>How angles are named<br>How angles are measured<br>How angles are constructed | Pupils should be able to tell how angles are named, measured, and to construct them, and should be able to draw different kinds of angles. |
| | Have pupils cut examples of angles from picture magazine. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Lines - Text, Chapter 3 | Have pupils recognize different kinds of lines - parallel and perpendicular, vertical, horizontal and slanting. |
| The different kind of lines<br>How to construct a line that bisects, is perpendicular to, or is parallel to another line<br>How lines are used in circles to find their centers, or to divide them into equal arcs<br>How to construct lines tangent to a circle | |
| Triangles - Text, Chapter 4 | Have pupils observe triangles on their way to and from school. Pupils should know that a triangle is a closed figure having three sides and three angles. |
| Where to find them<br>What to name them<br>How to construct them | Pupils should learn to use the compass to construct special triangles. |

Culminating Activities

Each boy may compile in his folder pictures from magazines or newspapers showing angles, lines and triangles in nature, construction and design. Also he may put in his folder designs he has made. Designs might be made for use at Christmas.

Evaluation

| | |
|---|---|
| Test on Angles | Text, page 165 |
| Test on Lines | Text, page 214, 215 |
| Test on Triangles | Text, page 260, 261 |

Resource Materials

Text - Potter, Mathematics to Use - Ginn, 1959 (Chapters 2, 3, 4)

Mallory, Skeen, Meserve, General Mathematics - Singer, 1960 ( Chapter 13 )

Lasley and Mudd, The New Applied Mathematics - Prentice Hall (Chapters 12, 14)

Audio-Visual Instructional Materials

| | | |
|---|---|---|
| O-171 | Lines and Angles | 10 minutes |
| O-1053 | Geometry and You | 11 " |
| F-1922 | Basic Angles and Experimental Geometry | |
| F-2504 | Angular Measurement | |
| F-2505 | Constructions | |
| OX-196 | Donald in Mathmagic Land | 26 minutes |

# Resource Unit XII.: What is Your Standard?

## Measurement --- Fractions and Decimals

Suggested Time - Six Weeks

### Overview

In learning to live in our modern age of jets, rockets and computers, we must first perceive the importance of measurement.

When planning takes place in any area of life, it involves measurement in one form or another. A measurement associates a number with some unit of measure in order to describe some property of a person or thing. When we talk about measurements, we must keep things and their properties separate. We do not measure John; we measure John's height or weight or temperature.

Measurement involves fractions and decimals, whereas counting involves only whole numbers.

### Specific Objectives

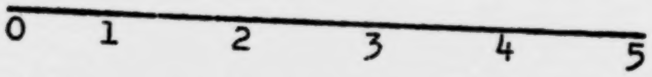
To help pupils understand measurement. A look at the beginnings and development of measurement will show how man began to measure by using comparatives like larger than, then by using simple crude units of measure in terms of parts of his body, like the foot. Later as trade developed, the need arose for standardized units of measure. In Egypt the floods made annual surveys of farm land necessary. They used the 3-4-5 triangles to get right angles.

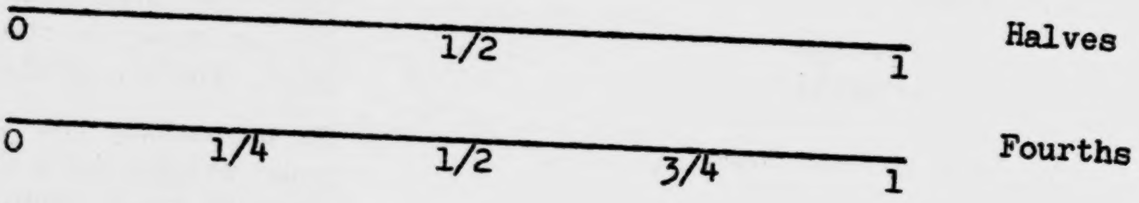
To help pupils understand how and why we measure, stressing the importance of accuracy at all times. Accurate measuring instruments make possible the precise measurements needed in today's industry. Convenient units of measure, standard measuring scales, precision measuring instruments and a system for computing in measured quantities are essential parts of a useful system of measures. This means that measurement is a combination of mathematics, science and mechanics.

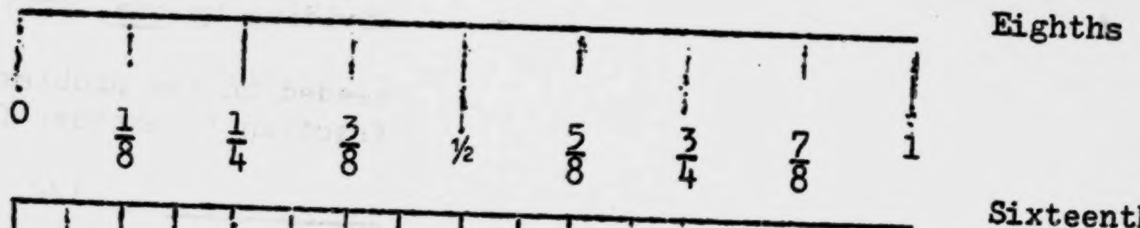
To help the pupil see the importance of developing his ability to estimate in all areas of living and working, and also to verify estimates with correct computation

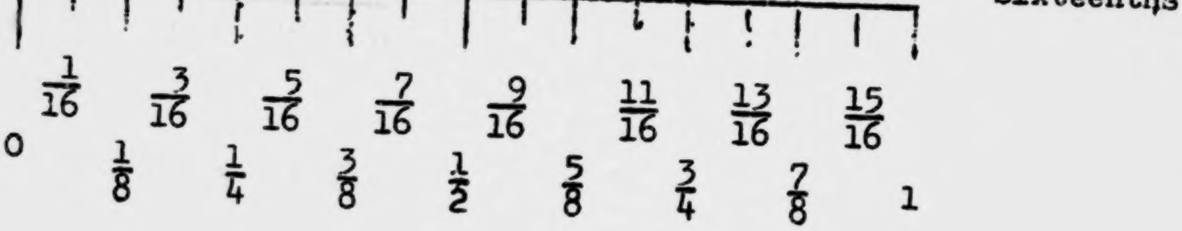
| Outline of Content | Activities and Operational Procedures |
|---|---|
| A. Measurement's story | |
| 1. Origin | Conduct informal discussions on measurement under these headings:<br>(a) What is measurement?<br>(b) Origin and growth of measurement<br>(c) How to use measurement |
| 2. Growth and Use | Have the boys list any form of measurement they encounter on their individual jobs. |

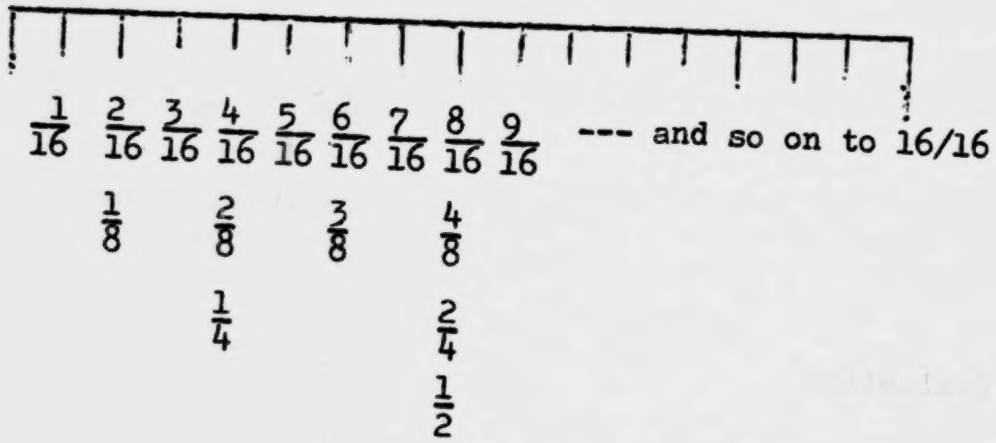
| Outline of Content | Activities and Operational Procedu |
|---|---|
| | Audio-Visual Aids<br>F-580 Weight and Volume<br>0-937 Story of Weights and Measure |
| B. We Study Standard Units of Measure<br>Text: Chapters 2 and 3 | |
| 1. Lengths | Have boys estimate lengths of lines, then measure them. |
| 2. Weight and height | Have boys estimate and then check ea other's weight and height using a ba room scale and a height scale on the |
| 3. Metric system of measurement<br>Johnson and Glenn: *The World of Measurement*, Webster Publishing Company, 1961 pages 14-18 | Estimate and then measure the dimens of the room in feet and in meters. T compute the area in square feet and i square meters. |
| 4. Area and volume<br>Text: Chapter 8 | Have pupils cut out cardboard unit ci and squares to use to demonstrate the reasoning behind the use of the squar unit as the unit for area.<br>Audio-Visual Aids<br>0-735 Let's Measure: Inches, Feet Yards<br>0-1062 Metric System<br>0-1055 How to Find the Answer, Mathematical Problem Solving<br>F-575 Area Measures<br>F-576 Linear Measures<br>F-1569 Measurements |
| C. We use measurement in our modern world<br>Johnson and Glenn, *The World of Measurement*, Webster Publishing Company - page 19-26 | |
| 1. Force, work | Obtain a set of pulleys and have the boys figure out how much work is done in raising a three pound block seven fe |
| 2. Money<br>a. Foreign<br>b. Domestic | Using several units of foreign money, have the boys find their value in Unite States money - crown, franc, pound, mar peso, ruble, shilling, lira. |
| 3. Energy and Power | By measuring the time involved in movin your weight up a number of stairs, compute your "manpower" or "horsepower." |
| 4. Time | |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| | Motion Pictures<br>0-937 *Story of Weights and Measures* (10 minutes)<br>0-432 *Using the Bank* - 10 minutes<br>F-580 *Weight and Volume*<br>F-577 *Our Calendar*<br>F-573 *Telling Time* |
| D. Rational Numbers | |
| 1. Whole numbers |  <br>Explain that counting is usually exact, but is sometimes an estimate or a rounded number. In counting we use whole numbers, but in measuring we often stop between whole numbers. Hence the need arose for fractions and decimals. |
| 2. Common fractions<br>Text, Chapter 2 | Have the boys list the fractions they have used in everyday life and on the job in the last week. These can be located on the Number Line. |
| (a) manipulative aids | Use concrete manipulative devices in teaching the meaning of fractions:<br>*Sliding Scale for Whole Numbers and Fractions* - Ginn<br>*Fractions Chart*, Scott, Foresman<br>*Fractional Parts of a Circle*<br>Charts on pages 87 and 88 in the text<br>Reproduce these segments for flannel board or magnetic board.<br>Rulers (inch and centimeters)<br>Have the boys make four cardboard rulers of an enlarged inch to the scale of 4 in. = 1 in. |




Eighths
0
1/8
1/4
3/8
½
5/8
3/4
7/8
1


Sixteenths
1/16
3/16
5/16
7/16
9/16
11/16
13/16
15/16
0
1/8
1/4
3/8
1/2
5/8
3/4
7/8
1


1/16 2/16 3/16 4/16 5/16 6/16 7/16 8/16 9/16
--- and so on to 16/16
1/8
2/8
3/8
4/8
1/4
2/4
1/2

Instruct pupils to note the similarity in the relative vertical lengths of the marks for the subdivisions of an inch on the ruler and the lengths of the columns of the various subdivision marks above that represent different names for the same number; i.e., the column for 1 is longer than the columns for 1/4 or 3/4. The columns for the odd sixteenths are the shortest. This enlargement will serve as a guide for reading measurements on a ruler. It will also give meaning to changing the form of a fraction. Text: pages 94-102; page 407

(b) Computation with common fractions

Direct pupils to examine the multiplication chart in Unit X. and answer the following questions:

What row is identical with the top digits? The row beginning with 1)

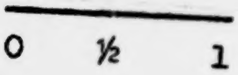
What column is identical with the digits on the left? (The column beginning with 1) Yes, 1 x 7 = 7, 1 x 2 = 2, 4 ÷ 1 = 4 and, 7 x 1 = 7, 2 x 1 = 2, $\frac{6}{1} = 6$

Mathematically we say, one is the identity element for multiplication. (See text, page 95)

**Outline of Content**

**Activities and Operational Procedures**

Use this principle of multiplying or dividing by one, written $\frac{2}{2}$, $\frac{5}{5}$, $\frac{6}{6}$ as needed in the problem to change a fraction to another form; i.e,



1/2, 2/4, 4/8, ---- are different numerals for the number halfway between zero and one.

$$1/2 \times 1 = 1/2 \times \frac{2}{2} = \frac{2}{4}$$

$$1/2 \times 1 = 1/2 \times \frac{4}{4} = \frac{4}{8}$$

$$\frac{6}{8} \div 1 = \frac{6}{8} \div \frac{2}{2} = \frac{3}{4}$$

Constant emphasis on this principle will give more accuracy in computation with fractions.

(c) Evaluation

Give the test on fractions on page 85 in the text at the beginning of this unit, then later, in order that the boys may see progress in learning. Use test on page 166 at the end of this unit on fractions.

Audio-Visual Aids

| | | |
|---|---|---|
| 0-802 | Introduction to Fractions | (11 min.) |
| 0-803 | How to Add Fractions | 11 " |
| 0-804 | How to Divide Fractions | 11 " |
| 0-805 | How to Multiply Fractions | 11 " |

3. Decimal fractions, Text: Ch. 3 and 4

(a) Understanding decimal fractions

Study the place value chart on page 177 in the text and review the basic facts of our decimal number system. The place value of each digit is ten times the value of the digit on its right.

(b) Computation with decimal fractions

This understanding of place value in our number system will enable the pupil to know why, in adding or subtracting decimal fractions, the decimal points must be placed under each other. This keeps like columns in line, to that tenths are added to tenths, etc.

Outline of Content

For division of decimals, use page 88 in Mallory, Skeen, Meserve: General Mathematics (Singer, 1962)

(c) Evaluation

Activities and Operational Procedures

Help the pupils to form the habit of checking their problems before grading, then correcting mistakes, and doing further practice.

Use tests on page 215 and 259; correct mistakes; do further practice as needed; retest; keep records to show progress.

Reading of decimals correctly in newspaper or magazine articles

Culminating Activities

Hold a discussion on what your attitude should be toward the understanding and correct use of measurement.

Construct a graph with student help to indicate the extent of success each boy has had in understanding the various aspects of measurement.

Have each boy make a chart showing the importance of measurement in

life home school job community and world

Evaluation

Determine through check-up tests student's knowledge of the basic facts governing the world of measurement.

Evaluate student's skill in estimating area, distance and volume by assigning quickie estimates of objects and distances in the classroom and building.

Observe, through discussions, whether students realize the place and importance of measurement in day to day working and living.

Through frequent tests and follow-up practice, as needed, have pupils chart their progress in fractions and decimals.

Resource Materials

Potter, Mary A., Mathematics to Use - Ginn, 1959
Lasley and Mudd, The New Applied Mathematics, 5th Edition - Prentice-Hall 1959
Mallory, Skeen, Meserve, General Mathematics - Singer, 1960
Congdon and Thompson, Remedial Arithmetic - University of Nebraska, Lincoln, Nebraska

The World of Measurement
Adventures in Graphing - Webster Publishing Company, 1961
The Amazing Story of Measurement, Lufkin Rule Company, Saginaw, Michigan
Sliding Scale for Whole Numbers and Fractions - Ginn
Household Measurements
Precision a Measure of Progress } Department of Public Relations, General Motors, 3044 West Grand, Detroit 2, Michigan

Ranger 'Rithmetic - U. S. Department of Labor Statistics, Washington 25, D. C.
Irving-Eastman: Highway to Math Fun - Harr Wagner Publishing Company, San Francisco (1962)

## Professional Aids

Mathematics Curriculum, Modified General Program, Grades 7-8-9
Curriculum Bulletin 113, Cincinnati Public Schools 1962

# Resource Unit XIII.: Compare! With What?
# Ratio, Per Cent, Proportion, Scale Drawings

Suggested Time - Three Weeks

## Overview

The boys may again evaluate themselves as in Unit X, constantly looking for progress, for making the most of their own potential --- "My own self at my very best all the time."

In mathematics, the quantities used for comparison must be in like units of measure. Ratio, as comparison by division, is usually written as a fraction. Per cent means per hundred, or comparison with one hundred. Proportion is a statement that two ratios are equal. Scale drawings, whether enlarged or drawn to a smaller scale, depend on ratio.

## Specific Objectives

To learn that ratio is comparison by division, often expressed as a fraction

To learn to use ratio in problem solving

To learn that per cent means per hundred, or comparison with 100

To improve reading ability through understanding of per cent

To learn the decimal and fractional equivalents of certain per cents - halves, thirds, fourths, fifths and tenths

To learn to use per cent in business and personal mathematics

To make scale drawings

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Ratio (Text: Chapter 7)<br>Comparison of numbers by division | Suggest that pupils consider comparative shopping: compare prices, quantity and quality. A committee could be appointed to report a special study to the class. Suggest that they use a chart or poster to show results of their survey. |
| Proportion - two equal ratios | See the application of proportion in the formulas of science. (Text, page 383) |
| Problem solving by ratio and proportion | |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Scale Drawings | Correlate with shop work or with work "on the job." |
| Per cent (Text: Chapter 5, also p. 379)<br>(Comparison with 100)<br>Fractional and decimal equivalents of frequently used per cents | Assign pupils to observe and compile examples of the use of per cent in news articles and charts in newspapers, magazines and texts. (See Mallory, Skeen, Meserve: General Mathematics, page 142, Ginn 1960)<br>Point out to pupils how to recognize that understanding the meaning of per cent will therefore help to improve reading ability. Use squared paper to represent per cents on larger squares containing 100 smaller squares as on page 264 of the text. |
| Using per cents to solve problems | By using the concept of multiplication that factor x factor = product, the three types of per cent problems can be more readily understood. (See Lasley and Mudd: The New Applied Mathematics, p. 53-55, Prentice-Hall 1960)<br>$\frac{\text{Product}}{\text{Known Factor}} = \text{Unknown Factor}$<br>The ratio concept of per cent as comparison with 100 simplifies many problems.<br>Put on chalkboard such problems as: Find the grade for a pupil who worked 20 problems correctly out of 25. What % of 25 is 20? $\frac{20}{25} = \frac{?}{100}$ |
| Per cent is used in personal and business mathematics:<br>Interest<br>Commission<br>Budgets<br>Discount | Allow pupils to use the textbook as a guide, but use actual numbers from the job, personal needs, or newspapers. |

Culminating Activities

During the year the pupils may learn to compute daily grades; as,

$$\begin{array}{r} .xx = \ \ \% \\ \text{Possible Score}\ \overline{)\ \text{Number right}} \end{array}$$

Scale drawings may be filed in each boy's folder.

## Evaluation

Text: Chapter 5, Test on Per Cent (page 387)

Text: Chapter 7, Test on Ratio, Proportion and Scale Drawing (page 416)

## Resource Materials

| | | |
|---|---|---|
| Potter | Mathematics To Use | Ginn 1959 |
| Lasley and Mudd | The New Applied Mathematics | Prentice-Hall |
| Mallory, Skeen, Meserve | General Mathematics | Singer 1960 |

## Audio-Visual Instructional Materials

F-1914 Meaning and Understanding of Per Cent, Percentage

## Resource Unit XIV.: Paying Your Own Way?

### Suggested Time - Two Weeks

### Overview

The boy preparing for his entry into the adult world must be made aware of the various areas where mathematics plays an important part. These areas include loans, banking, credit buying, insurance and installment buying. The boy should be made aware that some skill, no matter how small, is needed to help him reach a degree of success as a good citizen.

### Specific Objectives

To make the boy aware of his need to develop a workable set of mathematical principles keyed to consumer and personal math

To acquaint the boy with the pitfalls of easy credit, loan sharks and the merits of credit unions and bank loans when borrowing becomes a necessity

To recognize the need for insurance - life, health and accident and social security

To instill within the boy the security found in a regular personal savings program

| Outline of Content | Activities and Operational Procedures |
|---|---|
| A. How consumer and personal math pave the way for wise use of money. | See Text: pp. 286-289<br>Have each boy construct a budget and compare it with other prepared budgets.<br>Motion Pictures:<br>0-567 Your Family Budget 10 minutes |
| B. Installment buying: harmful and helpful<br>1. Clothing<br>2. Cars | Let the boys compute the cost of several items on the installment plan and compare them with cash costs.<br>Motion Pictures:<br>0-816 Money Talks 10 minutes |
| C. Loan sharks can be costly<br>1. High interest rates<br>2. Tricky contracts | Procure and hand out copies of gimmick contracts. Have the boys review the usury laws for the State of Missouri. |
| D. Credit Unions can save you dollars<br>1. Interest rates<br>(a) Saving<br>(b) Borrowing | Explain to pupils the advantages of borrowing and saving with a non-profit organization. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| | Motion Picture:<br>00-757 Wise Use of Credit 11 minutes |
| E. Banks and their services<br>1. Safety features<br>2. Conveniences<br>3. Specialized services | Conduct a class tour to, or ask pupils to visit a local bank - open a savings account.<br>Local newspapers often have interesting stories of people who refused to deposit money. Suggest that pupils collect such items for class discussion.<br>Discuss the need for banks from the standpoint of safe keeping for large and small sums of money.<br>Consider the cost and convenience of checking accounts.<br>Motion Pictures:<br>0-815 How Banks Serve 10 minutes<br>0-432 Using The Bank 10 "<br>0-817 Pay To The Order Of 10 " |
| F. Insurance - Life, Health and Accident, Automobile<br>1. Cost<br>2. Benefits<br>3. Dividends | Discuss with the boys various types of insurance and the specific needs covered.<br>Have the boys consult their parents' insurance agent and bring in reports on several companies with similar plans for life, health and automobile coverage.<br>Filmstrip:<br>F-1918 Insurance |
| Taxes - who needs them!<br>1. City<br>2. State<br>3. Federal | Discuss with boys the wide variety of services provided by tax dollars. Include such services as parks, police protection, roads and fire protection.<br>Have each boy list the kinds of taxes paid by the average family.<br>Motion Pictures:<br>0-339 Property Taxation 10 minutes<br>0-471 Fire and Police Service 10 "<br>Film Strips:<br>F-1919 State and Local Taxes<br>F-1920 Federal Taxes |

**Vocabulary**

bank
benefit
budget
consumer
contract
credit
dividend
interest
installment
insurance
loan
profit
taxes

Culminating Activities

Discuss with the boys the domestic problems that can grow out of one's lack of consumer knowledge, mathematical principles and budgetary planning.

Have the boys make a list of the articles that are usually bought on an installment plan.

List the services provided by banks and credit unions that can both protect and save money for the person availing himself of these services.

Discuss the role of insurance in the family.

Discuss the role of taxes in public education, fire and police protection and federal projects. Bring out the reasons why some people pay more taxes than others.

Secure a Better Business Bureau film or invite a speaker from the Bureau.

Invite an attorney to talk to pupils on securing legal advice for small investments and loans.

Evaluation

Partially fill out a budget allowing each boy a set amount of income. Preset the cost of his housing, car payment and utilities. Then let him work in the other expenses: doctor, dentist, food, clothing, etc. Check these with him or have him compare his budget with a similarly prepared budget.

Have each boy simulate borrowing a set amount of money for various uses: to buy a car, to buy a house, to make home improvements, etc. Have him compare costs if borrowed from (1) a credit union; (2) a bank; (3) a loan company.

Procure and hand out insurance plans from various companies. Have the boys act as agents and try to sell the group on the benefits of various plans.

Let individual members of the class explain the reasons taxes are levied and how they are spent. This should cover city, state and federal taxes.

Resource Materials

Potter, Mary A., Mathematics to Use, Ginn 1959

Grafic Facts and Teaching Materials Institute of Life Insurance, 60 East 42nd Street, New York 17, Ne

NOTE: Much material concerned with this unit is available in the homes.

Audio-Visual Instructional Materials

| | | |
|---|---|---|
| 00-757 | Wise Use of Credit | 11 minutes |
| 0-567 | Your Family Budget | 10 " |
| 0-432 | Using the Bank | 10 " |
| 0-147 | Fred Meets a Bank | 10 " |
| 0-767 | United States Treasury | 10 " |
| 0-456 | What is Money? | 10 " |

Professional Aids

Mallory, Skeen and Meserve, General Mathematics, L. W. Singer Company, Chicago, Illinois

Lasley and Mudd, The New Applied Mathematics, Prentice-Hall, Inc., New Yo New Yo

Modified General Program. (Grades 7-8-9) Bulletin 113, Cincinnati Public School , 1962 (Available in Curriculum Office, 802)

Turner, Richard H., The Money You Spend, New York University Press 1962

# Resource Unit XV.: How Can You Chart Your Way To Better Living?

Suggested Time - Two Weeks

## Overview

Since graphs, charts and tables play such an important part in the visual concepts of mathematical learning, the boy should have extensive experiences in constructing and in learning to read and explain graphs, charts and tables.

## Specific Objectives

To acquaint boys with the importance of acquiring the ability to read and understand graphs, charts and tables

To help each boy gain the experience of gathering data and materials necessary for the construction of graphs, charts and tables

To have each boy make and interpret a chart, graph and table and display each of them attractively on a bulletin board

To make use of graphs, charts and tables whenever applicable to all areas of study and evaluation

| Outline of Content | Activities and Operational Procedures |
|---|---|
| A. A study of how numbers and lines tell the story | See Text: Chapter 7<br>Using the school's United Campaign collections, have the boys make a graph with simple line and numeral content to show the collection progress on a room by room basis. |
| 1. Locating positions - home, school, work | Distribute graph paper and have each boy mark North, East, South and West. Then have him draw and name the streets in his neighborhood. Next have him compute the number of blocks (using no short cuts) from home to school, school to work and home again. |
| 2. Precinct location | Using the map of precinct locations in the paper, have each boy draw his immediate ward and locate the proper voting place for his precinct.<br>Motion Pictures:<br>00-560 Language of Mathematics (11 min.)<br>00-441 Voting Procedures (14 min.) |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| B. The many purposes of graphs, charts and tables | Discuss with the pupil the many and varied purposes that graphs, charts and tables can be constructed to represent. |
| 1. Weaving, mapping and architecture as a basis | |
| 2. Facts and materials used in graph, chart and table construction | See Text: pp. 11-12, 26-38<br>Have the boys collect as much data as possible and help them construct the basic unit. Encourage them to try to discover some new relationships in the collection of this data.<br>Batting averages may be of interest to some for graphing. |
| 3. The step graph illustrates certain freight charges, parcel post charges, taxi cab charges | See "Adventures in Graphing" p. 16<br>Have each boy make the graphs on freight charges, p. 16, showing no intermediate charge between one dollar and two dollars.<br>Note: Explain there are areas where intermediate charges are used; produce, gasoline, etc. |
| | Motion Picture:<br>00-560 Language of Graphs 14 minutes |

Vocabulary

charts
construction
data
graphs
lines
numbers
precinct
resources
statistics
tables
ward

Culminating Activities

Have the boys discuss the various procedures and activities that can be graphed most successfully.

Evaluate the boy's growth in understanding the place and importance of graphs, charts and tables not only in mathematics but all other areas of learning.

Evaluation

Assign each boy a subject to be explained in class using graphs and tables to strengthen his oral presentation.

Give a check test on the structure of pictographs, line graphs, bar graphs and circle graphs.

Resource Materials

Potter, Mary A., Mathematics To Use, Ginn 1959

Resource Materials (continued)

Glenn and Johnson, Adventures in Graphing, Webster 1961

Larson, Harold D., Arithmetic of Long Ago, Row-Peterson 1958

Larson, Harold D., Brain Teasers, Row-Peterson 1958

U. S. Department of Labor, School -- or What Else?, U. S. Government Printing Office, Washington 25, D. C. 0-642541 - 1962

Arnold, Banks, Smith, Building Our Life Together, Row, Peterson and Company 1960
Charts p. 48, 80, 91, 115, 230, 276-284, 289, 326

Professional Aids

Larson, Harold D., Enrichment Program For Arithmetic Series, Grades 4-5-6, Row-Peterson 1958

Mallory, Skeen, Meserve, General Mathematics, Singer 1960

Lasley and Mudd, The New Applied Mathematics, Prentice-Hall 1953

Huff, Darrell, How to Lie With Statistics, Norton Company 1954

Kansas City Star, Mid-Year Report, June 30, 1963
Year-end Report, about January 1, 1964

## Resource Unit XVI: Why Did Early Man, As Man Today, Yearn for Freedom?

### Suggested Time - Four Weeks

verview

n this initial social living unit we show concretely and specifically how modern an has been influenced by ancient civilization around the Mediterranean Sea. We lso show how geographic factors helped develop this cradle of civilization.

pecific Objectives

To recognize and appreciate the contributions of early man toward a better life

To create an awareness of cause and effect in man's relationship to other men - his successes and failures

To stress some lessons from ancient history to help us guard the present against costly mistakes of the past

| Outline of Content | Activities and Operational Procedures |
|---|---|
| Man's "Great Adventure" is his quest for freedom | See text: Hunnicutt, Grambs, Benjamin: The Great Adventure |
| 1. The Four Freedoms are basic rights for all people.<br>a. Freedom from want<br>b. Freedom from fear<br>c. Freedom of speech<br>d. Freedom of religion | Discuss why man's four basic freedoms are important to all mankind.<br>Have pupils make a list of at least five ways in which constant vigilance is necessary if we are to remain free.<br>Let pupils list as many reasons as possible why freedom is a precious privilege. |
| 2. Eternal vigilance is necessary to perpetuate freedom.<br>a. History, a long struggle for freedom<br>b. Our heritage of freedom<br>c. Freedom as a precious privilege | Discuss how our country has struggled throughout its history, and even today, to maintain freedom. |
| 3. Rights of all boys and girls are important | Discuss the protection and freedoms boys and girls receive under law. |
| a. Protection against cruelty, exploitation<br>b. Privilege of education for all the children of all the people | Have pupils list how boys and girls of all the people may get an education if they so desire. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| c. Basic freedoms<br>d. Freedom through responsibility | Lead a class discussion on how we may keep our freedom through accepting and carrying out responsibilities. |
| B. We survey the cradles of civilization | |
| 1. Egypt is the gift of the Nile | Explain why Egypt is considered the gift of the Nile. |
| a. Geogrpahic structure<br>b. Manipulation of environment through cooperation and organization of the people.<br>c. Consideration for people led to contributions | Have pupils draw a water wheel showing the Egyptian system of irrigation and show how the development of the wheel was one of the most important inventions in history. |
| 2. Early man makes contributions | |
| a. Egyptian irrigation, building, religion, work, writing<br>b. Hammurabi's Code of Laws<br>c. Clay tablets and the wheel | Discuss how Hammurabi's Code of Laws helped the people. |
| C. Other lands along the Mediterranean Sea | Discuss why Syria is called the link between civilizations. Name the other countries that evolved out of Syria, and tell why they are important today. |
| 1. In ancient times whole land called Syria<br>2. Phoenicia, a nation of sailors and traders<br>3. Palestine - Land of Hebrews | Let pupils copy the map on page 339 showing Syria, and the present day countries formerly called Syria. |
| D. The ancient Greeks pioneer democracy | Discuss the love of Greeks for beautiful buildings, art, music, poetry, pottery, and fine brassware. |
| 1. Freedom of speech, the key to Democracy<br>2. Greeks, great warriors | Have the pupils explain how the Greeks maintained large armies. |
| E. Rome spreads freedom | |
| 1. Romans believed in freedom<br>2. Romans believed alertness is necessary to remain free | Ask for comparison of the Persian army and the Greek army.<br>Have pupils list as many reasons as possible why we must be alert to remain free |
| F. Julius Caesar, great man in Rome | |
| 1. Caesar helped the people in many ways | List ways in which Caesar helped the people. |
| 2. Caesar's refusal to become king makes him a dictator<br>3. Caesar is finally murdered | Explain to the students why freedom is lost when people take liberty for granted. |

## Outline of Content

G. Augustus, a new dictator

1. Augustus believed in one man rule.
2. The emperors crushed democracy.
3. Nero's reign of terror crushed the people.

H. The decline and fall of Rome

1. Split between East and West
2. Changes in the Empire
3. The Huns come
4. The crash

I. Gifts of the Romans

1. Arts, learning, language, engineering and law

Vocabulary

civilization
heritage
privilege
democracy
contract

1. Teachers may want to prepare mimeograph sheets for this learning material.

## Activities and Operational Procedures

Have pupils list as many reasons as possible why Nero persecuted the Christians.

Tell what is meant by this statement, "Ideas Are More Powerful Than Swords."

Discuss why men and nations must work together.

Individual Contract Learning Activity No.______.

1. Two gifts provided by the Nile were _____and_______, with the greatest gift of all, namely that of ______. (pp. 18-19)

2. To divide up and control jobs and labor in order to get the work done in Egypt, a system of ______ was formed. (pp. 22-23)

3. List the work wealthy Egyptians did in one column and the list the work done by poor Egyptian workers in another column; describe the place of the middle class in the United States, and its importance to freedom.

| Wealthy Egyptians | Poor Egyptian Workers | Middle Class in the U. S. |
|---|---|---|
| | | |

**Individual Contract Learning Activity (continued)**

4. Draw an outline map of the Ancient World and locate important rivers, cities, countries, and bodies of water. (page 16) (Attach this to the back of this page)

5. Compare Dario's school to our school: reasons for it, likenesses, differences.

| Dario's School | Our School |
|---|---|
| Reasons | |
| Likenesses | |
| Differences | |
| | |

6. Describe definitely how the Athenian government was conducted as to the ruling body, law making body, and other features. (pp. 42-44)

| Ruling Body | Law Making Group | Direct Democracy |
|---|---|---|
| | | |

7. Tell briefly what each of the following did. (pp. 51-52)

| Socrates | Aristotle | Archimedes | Diogenes | Hippocrates |
|---|---|---|---|---|
| | | | | |

Individual Contract Learning Activity (continued)

8. Tell if this statement is true or false: The Romans inherited their idea of the republic from Greece. Explain fully, defining republic, representation, democracy, pure democracy, senate, plebians, patricians, Pax, Romans. (pp. 59-60)

9. The decline and fall of the Roman Democracy (Republic) was caused by the weaknesses of both leaders and the people. List the causes for weaknesses under these headings. (pp. 64-65)

| Leaders | People |
|---|---|
| | |
| | |
| | |
| | |

10. State eight facts and five contributions on "The Story of Christianity," as follows: (pp. 67-69)

STORY OF CHRISTIANITY

| Facts | Contributions |
|---|---|
| | |
| | |
| | |
| | |
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| | |

11. List six contributions of the Greeks and six contributions of the Romans. (pp. 71-75)

| Greeks | Romans |
|---|---|
| | |
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| | |

**Culminating Activities**

Appoint a pupil committee to prepare a discussion of ancient man's defense of his culture as an advancement toward his access to learning and freedom.

Prepare a rather informal panel discussion on the causes for the fall and decline of Greece and Rome. Compare with similar dangers or threats to nations and their access to freedoms today.

Discuss informally as a class "Now Try This," Teacher's Manual for The Great Adventure, pp. 27-28, and tell what choices you might have made, as an early man, and what effect it might have had on civilization in its march toward man's dreams of opportunity and progress.

Show a film, such as:

| | | |
|---|---|---|
| 0-717 | Ancient Egypt | 11 minutes |
| 0-650 | Ancient Greece | 11 " |
| | Greek Children | 17 " |
| 0-16 | Ancient World Inheritance | 11 " |
| 0-651 | Ancient Rome | 11 " |
| 00-458 | Decline of The Roman Empire | 14 " |
| 00-155 | Greece - On Mediterranean Shores | 20 " |
| 00-574 | Life in Ancient Greece<br>Home and Education | 14 " |
| 0-933 | Prehistoric Times | 11 " |
| 0-792 | Rome: City Eternal | 11 " |

Follow up by discussing geographic features and their effect on the history and culture of the people; important developments in the films; and your main conclusions on the ancient world, compared to the same area and to our people today.

**Evaluation**

Give the "Classroom Quiz" on page 29 of the Teacher's Manual and have pupils prove true or false answers by specific page references in your text. Discuss.

## valuation (continued)

Through frequent check tests, determine pupil's knowledge of minimum essentials and key word meanings.

Observe the effects of informal discussions on individual attitudes concerning relationships of present day people and places to the ancient world and to man's struggle toward freedom.

Evaluate growth in democratic give-and-take between pupil and teacher; understandings and appreciation of our debts to the past and the part that individuals play in a democratic society.

## source Materials

*Hunnicutt, Grambs, and Benjamin, The Great Adventure, Singer and Company
Barker, D. R., The Story of Ancient Athens, St. Martins
Barker, Shirley, The Trojan Horse, Random House
Baumann, Hans, I Marched With Hannibal, Walch
Coolidge, Olivia, Roman People, Houghton
Cottrell, Leonard, Land of the Two Rivers, World
Graves, Robert R., Greek Gods and Heroes, Doubleday
Schmitt, Gladys, The Heroic Deeds of Beonelf, Random House

Refer to Teacher's Manual in text, pp. 118-119.

# Resource Unit XVII.: What Did Man Do to Overcome Oppression and Gain Access to Freedom?

### Suggested Time - Eight Weeks

## Overview

The lawlessness that prevailed during the first 500 years of the Middle Ages made this a dark age for civilization. During the succeeding 500 years and after, Europe rebuilt its civilization from the surviving East Roman Empire civilization. Both the Crusades and the Renaissance brought about many changes in man's efforts to overcome oppression and to gain access to freedom.

## Specific Objectives

To make pupils aware that every generation must understand and safeguard its rightful heritage of freedom

To give pupils meaning and identification, through a study of historical events and of biographies, with their relationships to our everyday living

To collect evidence showing the necessity of sacrifice and responsibility for protection from totalitarianism and despotism

| Outline of Content | Activities and Operational Procedures |
|---|---|
| A. Saving of civilization by the East<br>1. Keeping learning alive<br>2. Protecting Europe from Moslems<br>3. Adopting Justinian code of laws<br>4. Furthering Christianity<br>5. Establishing autocratic rule | Ask pupils to explain the following:<br>How Byzantium was responsible for many important contributions made to the growth of civilization by the Greeks and Romans.<br>Explain to students the Justinian code of laws and how these laws affected other countries and the United States. |
| B. Rise of civilizations in East<br>1. Factors contributing to rise<br>a. Mecca as center of Moslem civilization<br>b. Mohammed's influence<br>c. Moslem Empire<br>d. Struggle with Byzantium | Explain the unrest in Mecca, and how the people felt about Mohammed, a new religious leader. Discuss Mohammed's flight to Medina, and his triumph. |
| 2. Factors that threatened the rise<br>a. Lack of government<br>b. Loss of freedom to get protection<br>c. Chaos and decline<br>d. Rigid classification (no large middle class) | Conduct a class discussion on the following: effects of lack of government on the people, and how they lost their freedom |

## Outline of Content

3. Disunity in Europe
   a. Salvation of Christianity
   b. Rule of Charlemagne
   c. Barbarian invasion

C. Predomination of feudalism

1. Domination of nobles
2. Life on a manor - totalitarian
3. Contributions of church
4. Strength of manorial system
5. Lack of middle class
6. Norman feudalism in England

D. Influence of unity by the crusades

1. Nature - objectives
2. Results
3. Importance to unity, trade, learning

E. Town life and the Guild System Development in Middle Ages

1. Growth of cities
2. Emergence of middle class
3. Organization of guilds
4. Rise of city government - political participation
5. Building of cathedrals

F. Reappearance of evidences of democracy and freedoms

1. In Middle Age town life
2. In early England
   a. Magna Charta - 1215
   b. Model Parliament

G. How changes uplifted man in the Middle Ages

1. Travel and trade
2. Cultural and religious influences
3. The Renaissance
   a. The beginning
   b. Revolution in warfare
   c. Revolution in science
   d. Revolution in geography
   e. Revolution in communication
   f. Revolution in religion
   g. Revolution in government

## Activities and Operational Procedures

Discussion points: (1) to get protectio (2) reasons Europe was disunited, (3) how the Franks saved Christianity, (4) why the nobles gained power, (5) the li on a manor in detail, (6) the life of a serf in detail, (7) how the church protected the serfs, (8) the first crusade led by "Peter the Hermit, also (9) "The Children's Crusade."

Show film OX-11 Crusades Medieval

Use suggestions for follow-up discussion the Guild System, and the growth of citi the results of the Crusades, life after the Crusades

Plan writing activities as individual assignments using the following points:

Discuss the city governments, the political aspect, and the building of cathedrals

Discuss the beginning of democracy and freedom in England. Give reasons why you think the Magna Charta, or Great Charter, protected most of the people, although its rights and freedoms were limited

Describe the model parliament and tell how it functioned.

Explain how travel and trade helped the Europeans to profit from the Far East.

Show film - Magna Carta: Rise of English Monarchy 00-627 and
Film - Magna Carta: Revolt of Nobles 00-628

Discussion for pupil participation: describe fully the meaning of the Renaissance and how it affected the lives of the people

Vocabulary

| | |
|---|---|
| invention | guild |
| crusade | evidence |
| totalitarian | Renaissance |
| feudalism | |

Use complete correct sentences to write the suggested assignment. Be sure to check spelling and grammar.

## Activities and Operational Procedures

Tell how the "Awakening" helped art, science, geography, communication, learning, and working conditions.

Film - The Renaissance, OX-111

Assignment for pupils:

Draw, label, and color map on page 131, showing the "Great Voyages of Discovery."

Film - Understanding the Law (Equal justice for all) O-794

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## Individual Contract Learning Acitivity

No._____ (pp. 78-79)

Compare Constantinople during the reign of Justinian with Rome in earlier days.

(pp. 79-82) Why do you think that many ____ were ready to accept _____ new religion.

(p. 84) Show in each column below where Judiasm, Christianity, and Islam developed.

| Judaism | Christianity | Islam |
|---|---|---|
| | | |

(p. 34) Draw the outline map on page 34, color, label, and show major religions of the world today. (attach to back of sheet)

(p. 86) _____were communities of religious men called ____. At the head of each _____ was an ____. Each ____ was a little community in itself.

(p. 87) The four classes of people during the Dark Ages, were the __________, the __________, the __________, and the __________.

(p. 87-89) Tell how Charlemagne became Emperor of the Romans, who crowned him, and why the Pope wanted him to become Emperor.

(p. 89) Draw, label and color the map of Charlemagne's Empire. (Attach map to back of sheet.)

(p. 90) The feudal system of government was based on the ______ of one ______ to ______.

(p. 92) Write a paragraph explaining why the castle was important and almost impossible to capture.

(p. 93) The castle of a lord with all surrounding land was called a ______. Young ______ were educated on the ______ to become ______ ______. The duties of the "Pages" were to serve the ______ and ______. At the age of fourteen, a ______ became a ______. At the age of twenty-one a ______ usually became a ______.

(p. 94) Nobles engaged in make believe battles called ______. The education of a noble consisted of ______ ______ ______ ______. The nobles wanted to ______, ______, and win ______.

(p. 95) Write a paragraph on the "Life of the Serfs."

from the worst results of ________, ________, ________. Kind ________ cared for the sick Serfs and nobles looked to the ________ for leadership. The ________ was the head of the church.

(p. 97) The Anglo-Saxons settled in ____________.

England was invaded a number of times by the ____________.

Write a paragraph about "Alfred the Great."

Be sure to proofread your paragraph for the following:

topic sentence
complete sentences
spelling
punctuation

See Living Your English, pages 168-172

Write a paragraph explaining the meaning of "The Crusades."

(p. 101) Write a paragraph about "Peter the Hermit's" mission and why he went to the Holy Land.

(p. 102) Discuss the Christian Church.

(p. 103) Explain briefly the meaning of "The Children's Crusade."

(pp. 106-110) Explain briefly of life after the crusades.

How is your handwriting?

(p. 111) Write the most important article of the Magna Charta.

(p. 121) Explain briefly what is meant by the "Caste System."

(p. 127) The period of time that includes the end of the ______ ______ and the beginning of ______ ______ is called the __________.

(p. 129) Copernicus was a Polish ________. Galileo made the first __________.

(p. 130) The _______ in the ________ copied books by hand.

(p. 131) ________ invented the first printing press.

(p. 131) ________ must work together for the good of all.

Culminating Activities

Give the "Classroom Quizzes" on pages 44, 47, 51, and 54, referring pupils to text for proof of true or false answers and to choices on the matching and multiple choice tests.

Help the pupils prepare a news broadcast on how contemporary nations of the world, including our own country, could fall as a result of causes similar to those responsible for the decline and fall of early nations.

Discuss specifically things that people and leaders, both, must do in order to protect and safeguard learnings, freedoms, and civilizations. Use bulletin board, chalkboard or posters to list these specific activities.

Plan a role-playing dramatization, including several pupils of the class, to show changes in lives of persons during the Renaissance.

Conduct a buzz session in preparation for a class discussion showing how freedom and progress of any people or culture depends upon the individual and upon specific vocational and social groups. Illustrate this in the emergence of man from the Middle Ages - "fools" who made history, etc. Reading of "Fool's Prayer" - Edward R. Sill

Evaluate pupils' reading of current events and everyday happenings in following through on pupils' application of Middle Age mistakes to possible costly mistakes in a democratic society today.

Through oral and short written tests and unit tests of varied nature, determine factual and interpretative ability of pupils to see historical developments and to make perceptions.

Take "Chapter Quizzes" in the Teacher's Manual on page 44, page 47, pages 50-51, and page 54. Discuss test items and related textual development on the Middle Ages and the resulting Renaissance. Consider present day revolutionary changes and developments and their effects.

Resource Materials

Birch, Cyril, Chinese Myths and Fantasies, Walch
Buehr, Walter, Knights and Castles and The Feudal Life, Putnam
Carr, Rachel, The Picture Story of Japan, McKay
Dougherty, James, The Magna Charta, Random House
Price, Christine, Made in the Middle Ages, Dutton

Refer to text, Teacher's Manual, pp. 120-121

Audio-Visual Instructional Materials

| | | |
|---|---|---|
| OX-11 | Crusades, Medieval | 27 minutes |
| O-602 | Meaning of Feudalism | 10 " |
| 00-435 | Reformation | 14 " |
| 00-431 | Medieval Knight | 22 " |
| 00-432 | Medieval Manor | 21 " |
| | Medieval Guilds | 21 " |
| | Medieval Crusades | 27 " |

## Resource Unit XVIII.: How Did Modern Man Begin to Gain Freedom?

Suggested Time - Six Weeks

### Overview

Pupils should understand and appreciate the beginning of man's struggle against dictatorship and totalitarianism - a struggle involving revolutions in the American colonies, in France, and in Latin America - as a means of achieving freedom and democracy. English achievements in representative government produce some of our greatest safeguards of freedom and provided protection against despotism and tyranny. As the idea of democracy grew, significant developments in science and invention brought about the industrial revolution.

### Specific Objectives

To emphasize the pupils that the initial challenges and struggles toward freedom were difficult, then, as now, in our continuing struggles.

To develop an understanding in pupils that we must continually perpetuate the ideal of freedom throughout each generation

To "sell" pupils on their importance in maintaining and extending the rights, privileges and responsibilities for all.

To show pupils that nations today do not live in isolation.

To point out to pupils that the United States has been an influential leader in the march of representative governments and democratic advances throughout the world

| Oultine of Content | Activities and Operational Procedures |
|---|---|
| A. Nationalism: forerunner of independence<br>1. Switzerland's initial steps<br>2. Spain's declining leadership<br>3. Struggles of the Dutch for freedom | Give as many reasons as you can why Switzerland was said to be a true democracy. Explain the Swiss form of government. Film OX-4 William Tell. Give at least five statements about Charles V. of Spain. |
| 4. Russia's autocratic rule<br>5. Rise and fall of Napoleon's leadership | Draw, label, and color map at top of page 142 showing lands ruled by Charles V. about 1550. |
|  | Explain how the Dutch fought for their freedom. |

## Outline of Content

B. The forward march of democracy

1. Constitutional government in England
2. American protest and independence
3. Revolution in Europe
4. Great Britain's success
5. France as a Republic
6. Development of freedom in other nations
    a. Austria - a double kingdom
    b. Italy - a nation
    c. Turkey - "sick man of Europe"
    d. Sweden, Denmark, Norway - strong democracies

C. New developments and concepts of freedom

1. Scientific discovery - its influence
2. Man as a free agent
3. Other contributions to freedom
    a. leadership
    b. education - a privilege as well as a right
    c. responsible citizenship

Vocabulary

representative
access
rights
privileges
independent
weaknesses
despotism
tyranny

## Activities and Operational Procedures

Explain how France gained and lost it's freedom.

Give at least three statements showing England's growth.

Give the four terms in "The Bill of Rights."

Tell why you think Napoleon as a leader rose and fell.

Tell how our country won its freedom from Great Britain.

Tell how France became a Republic, and how Italy became a nation.

Explain why Turkey was called the "Sick Man of Europe."

Give reasons why you think "New ideas brought more freedom."

Explain how medicine, science, invention brought more freedom to people.

Explain the following statements:

1. Education - a privilege as well as a right.
2. Freedom - based on our responsible citizenship.

### Library Project Activity

Teachers may plan with the librarian to set aside books and materials for this unit for use in the library during a regular class period. Students may

## Library Project Activity
(continued)

collect information for reports to be given orally in class on the following topics listed below:

1. Monasteries and Monks
2. The Feudal System
3. The Crusades
4. The Children's Crusade
5. Peter the Hermit
6. The Renaissance
7. The French Revolution
8. The Bill of Rights
9. The American Revolution
10. Napoleon Bonaparte
11. The Industrial Revolution

The teacher may want to add other topics to this list.

## INDIVIDUAL CONTRACT LEARNING ACTIVITY NO.______

(Teachers may want to prepare mimeograph sheets for this learning material)

(p. 139) The ______ ______ ______ is thought of as the beginning of Modern Times.

(p. 140) The word opposite of democracy is ______.

(p. 140) The ______ were the first modern European nation to have democracy.

(p. 141) ______ and ______ were the two strongest states in the "Holy Roman Empire."

(p. 143) Charles V. was at the same time ______ of ______, and ______ ______ ______.

(p. 144) The ______ fought for their ______.

(p. 145) Freedom is ______ and ____ in France.

(p. 145) Louis XIV. was a vain ______.

(p. 146) The Estates General was made up of the ______ ______ and the ______ ______.

(p. 147) The fall of the ______ was the beginning of the ______ ______.

(p. 151) Many Puritans left England to seek ______ ______ ______ in other lands.

Give a statement about each of the following in the boxes below.

| Peter the Great | Catherine the Great | Oliver Cromwell |
|---|---|---|
| | | |

(p. 152) The ______ ______ ______ is almost as important to the Great Adventure as the ______ ______.

(p. 153) Many of the first settlers in America came here because they were not free to ______ as they pleased in ______.

(p. 153) ______ ruled most North American colonies.

(p. 153) ______ in the colonies finally led to the outbreak of the ______ ______.

(p. 153) Our country won freedom from ______ ______.

(p. 153) We owe our blessings of freedom to our ancestors in ______ and ______ who throughout the centuries have struggled for freedom.

(p. 155) The feeling of belonging together as a nation is called ______.

(p. 155) The 1800's are often called the ______ of ______.

(p. 156) The French Revolution was a great victory for ______ and ______ in the world.

Under the ______ of ______ there was no justice and no mercy in ______.

(p. 156) Like Alexander, Caesar, and Cromwell, Napoleon was a _____ _____ _____. Like Julius Caesar, Napoleon was not a _____ _____ of _____. He organized all the laws of France into a _____ _____, which is still being used today.

(p. 157) Napoleon ruled like any other _____ _____.

(p. 157) Three years later Napoleon was defeated by the _____, _____, and _____ _____ near the town of Waterloo. Napoleon ended his days as a _____ on the island of _____ _____ near the _____ _____.

(p. 158) After Napoleon's defeat, the _____ of Europe met in _____ to draw a new _____ of _____.

When the Congress of Vienna was over, all the _____ _____ or _____ _____ were back on their thrones.

(p. 159) From 1830 to 1848, many revolutions _____ _____ _____ of _____.

(p. 159) During this time _____ _____ was torn with _____ and _____. Only people who had _____ were allowed _____ _____. The first _____ _____ was passed in _____. It gave _____ to more people. In 1862, another _____ _____ gave most small farmers and factory workers the _____ _____ _____.

(p. 159) In _____ France became a _____. The people chose _____ _____ to be their president. His name was _____ _____. Instead of being just a president, he wanted to be an _____ like his famous uncle.

(p. 159) Of all the many _____ _____, Prussia was the strongest. Between _____ and _____, Prussia's power grew. A spirit of _____ swept over _____ and the _____ _____ around her.

(p. 160) Emperor Napoleon III. of France declared war on _____ and was _____. Prussian troops _____ _____.

(p. 161) Between _____ and _____, King Victor Emmanuel, Cavour, and Garibaldi succeeded in uniting _____ _____ _____. The new _____ was a _____, but the laws were made by _____ of the people. For the first time since the _____ _____ _____ _____ Roman Empire Italy _____ _____ _____ _____.

(p. 161) Turkey was called _____ _____ _____ _____ _____. Since _____ was sick anyway, the _____ wanted to do away with the _____ completely.

(p. 162) The Crimean War raged for _____ a _____. Florence Nightingale brought comfort to wounded soldiers during the _____ _____. She did much to make _____ an _____ _____. The Crimean War took _____ _____. Florence Nightingale showed more _____ and did more for _____ than all the _____ in the Crimean War. The Scandinavian Countries, _____, _____, and _____, grew into strong democracies.

(pp. 165-166) One scientist who lived in Modern Times was a _____ named _____. Newton discovered the _____ of _____. _____ _____, a Frenchman, is often called the _____ of _____ _____. He and an _____ named _____ _____ discovered the true _____ of _____.

(pp. 167-168) On the chart below tell what each man contributed toward medicine.

| Andreas Vesalius | William Harvey | Louis Pasteur |
|---|---|---|
| | | |
| **Paracelsus** | **Edward Jenner** | **Joseph Lister** |
| | | |

(pp. 168-169) Before the _____ _____, people had to make every thing at home. Before the _____ _____, men, women, an children were kept busy from _____ to _____. The _____ _____ changed the lives of many people _____. This _____ _____ started in _____. By 1750, _____ had become a _____ _____. Colonies _____ _____ _____ all over the world. Colonists needed _____, _____, _____, and _____. Trade made _____ _____. Scientists, inventors, and businessmen, thought hard to find new ways and _____ of _____ _____.

(pp. 170-171) In 1765 _____ _____ invented a _____ _____. In the early 1800's _____ _____ invented a _____ _____ _____. In 1752 Benjamin Franklin _____ _____ _____ is _____. In 1831 Michael Faraday, an _____ _____ found that he could produce electric current by spinning a magnet within a coil. From Faraday's discovery came the _____ _____ and the _____ _____.

_____ _____, an American invented the _____ _____. In 1844 _____ sent the first message by _____ in history.

After the invention of the printing press, many _____ became interested in _____ and _____. After the French and Industrial Revolutions, _____ became more and more _____. In two world wars, millions of brave men, and women had to _____ _____ _____, so that we might enjoy living in a _____ country.

## Culminating Activities

Imagine a discussion on the development of new ideas which brought freedom in Modern Times. Appoint pupils to represent the ideas of each of the following: Descartes, Newton, Lavoisier and Priestley, Versalius, Harvey, Paracelsus, Pasteur, and Lester. (Teacher sums up or "clinches" on this role-playing.)

Have a group discussion on the effect of religious struggles on unifications and progress. Relate to the wrecking of the Holy Roman Empire.

Plan an informal debate: "A dictatorship can be created in a democracy if the people are unprepared or careless." Give examples from history; threats, sectional differences, conflicts, prejudices and "good" and "bad" guy approaches, gang warfare, new countries in the news.

Plan a class discussion defending this statement: "Much of our freedom can come from knowledge; the more educated people we have, the more progress we can hope to make in the Great Adventure."

## Evaluation

Give the "Classroom Quizzes" in the Teacher's Manual on pages 59-60, page 9, page 10. Defend your answers.

Through additional individual contract activities, evaluate pupil's development in information, understandings, attitudes, appreciation, and functional concepts.

Through check-up vocabulary quizzes, oral responses, and discussions, follow up weaknesses and re-teach for re-testing.

## Resource Materials

Hunnicutt et al, The Great Adventure
Dolen, Arnold, Great Men of Science, Hart
Eberle, Irmengardi, Benjamin Franklin, Men of Science, Watts
Lauber, Patricia, The Quest of Louis Pasteur, Doubleday

Refer to Teacher's Manual (text) pp. 122-123

## Audio-Visual Instructional Materials

| | | |
|---|---|---|
| 00-556 | French Revolution | 16 minutes |
| OX-111 | Renaissance, The | 26 " |
| OX-160 | Man of the Century: (Churchill) (Parts I and II) | 54 " |
| OX-225 | Industrial Revolution in England | 25 " |
| 00-627 | Magna Carta (Rise of English Monarchy) | 17 " |
| 00-628 | Magna Carta (Revolt of Nobles and Signing of Charter) | 17 " |

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## Resource Unit XIX.: How Did Twentieth Century Man Insure Democracy?

Suggested Time - Eight Weeks

### ew

s unit we study freedom as the driving force behind the events of the entury era in which there were physical struggles between the forces of acy (totalitarinism) and those of freedom. The ideological struggle freedom and communism, leading to the so-called cold war, is continuing o prevent a hot war. Democracies have set many examples as "Nations Who heir Word."

### c Objectives

develop pupils' knowledge and understanding of underlying and immediate uses and effects of the changes and uncertainties of the contemporary rld

help pupils develop an understanding and appreciation of the historical velopments of "isms" along with their present day applications, interetations, and dangers

show pupils that 20th Century democracies have advanced courageously cooperatively in the protection of freedom through international ion for peace and good will

develop in pupils understanding and appreciation for the sacrifices freedom-loving peoples for "life, liberty, and the pursuit of piness" for all peoples

| Outline of Content | Activities and Operational Procedures |
|---|---|
| elp fight for our lives. | Have the students perform the following activities: |
| We support The Allies in "Making the World Safe for Democracy," 1914-1918<br>. underlying causes<br>. immediate cause | Make a list of reasons why we supported the Allies in making the world safe for democracy. |
| . conduct of World War I | Give reasons why the United States entered World War I and World War II. |
| . participation of the United States on home and war fronts | Give reasons why the League of Nations was important. |
| . peace without victory<br>(1) Treaty of Versailles<br>(2) The League of Nations | List weaknesses in Italy, Germany, Japan and Spain. |
| (3) Russian Revolution<br>(4) Weaknesses in Italy, Germany, Japan and Spain<br>(5) Hitler's conquests<br>(6) Depression | Discuss Hitler's conquests and what he wanted to do to the world. |

| | |
|---|---|
| 2. Our backs are against the wall.<br>a. "The Long Way Back" again in the Twentieth Century, 1939-1945<br>b. Twentieth Century barbarism<br>c. Freedom sacred | List as many ways as possible how freedom was defended |
| 3. We experiment in learning to live together.<br>a. The United Nations, 1945<br>b. "Nations Honor Their Word" | Discuss how people of all countries can learn to live together |
| 4. Communists betray the U. N.<br>a. In Korea<br>b. Through veto<br>c. Through "double talk"<br>d. Through cold war | |
| B. We examine and re-define our goals of democracy | |
| 1. Government as a servant of the people<br>2. Bill of Rights applied<br>3. Rule of the majority<br>4. Rights of the minority<br>5. Freedom of enterprise, labor<br>6. Freedom of property<br>7. Capitalism<br>8. Prosperity through freedom<br>9. Privilege of an education<br>10. Protection for individual personality of all peoples | Have pupils write, in their own words, why they think the government is the servant of the people. |
| C. We examine communism - U.S.S.R.<br>1. Goernment as master, people as servants<br>2. Rigid government control of rights and privileges<br>3. Government ownership of consumer's and producer's goods (private and public property, business, industry)<br>4. Government control of labor, capital, profit, education, religion politics<br>5. Government's argument for a classless society, dictatorship of working class, agriculture, collectives, violence, and ruthless killings of individuals and groups, a military and police state | Have pupils make a chart of comparative statements regarding democracy and communism. |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| 6. Government's desire for a communist world through imperialism, aggression, infiltration, dividing and conquering | Discuss why we must be careful and everwatchful of infiltration and communistic propaganda. |
| 7. Communism's prediction of the fall of capitalism and domination of rich has not developed<br>a. highest standard of living in capitalist countries<br>b. largest middle class in democratic countries | |
| D. We look at socialism<br>1. Ownership of the factors of production - business and industry, utilities<br>2. Voluntary socialism<br>3. Arguments for socialism<br>4. Arguments against socialism | Have pupils:<br>Discuss socialism and how socialists felt about the capitalists. |
| E. We advance democracy and freedom at home and abroad.<br>1. Sacrifices to save man against threat of tyranny, despotism, and brutality. | List as many reasons as you can why men sacrificed their lives against tyranny, despotism, brutality and slavery. |
| 2. Promotion of freedom through defensive, helpful, strength and encouragement | Draw map on page 178, label, and color.<br>Make a statement concerning the importance and value of each of the following: Four freedoms, self-determination, open treaties, foreign aid, continual and extension of freedom everywhere.<br>Draw map on page 179, label and color. |

Vocabulary

Allicance for Progress
autocracy
Bill of Rights
capital
capitalism
class
cold war
collective security
colonialism
communism
containment
democracy
despotism
enterprise
evolution
facism
imperialism
incentive
labor
Master Race
militarism
Monroe Doctrine
nationalism
NATO
nazism
police state
profit
protetariat
republic
revolution
rights of minority
rule of majority
socialism
totalitiarnism
tyranny

INDIVIDUAL CONTRACT LEARNING ACTIVITY
NO. _______

Teachers may want to prepare mimeograph sheets for this learning material.

(pp. 178-179) Draw, label and color the map of the British Empire, 1914, on page 178. (Attach to back of sheet) Draw, label and color the map of Europe and Near East, 1914, on page 179. (Attach to back of sheet)

(p. 178) Great Britain has many _______. British _______ and _______ work very hard to _______ the people of the _______. Canada, Australia, and New Zealand are called _______.

(p. 181) The murder of _______________ in 1914 led to the outbreak of _______________.

(p. 182) Before World War I was over, many more countries entered it, _______ _______ _______ _______ _______. _______, _______ _______, _______, and the nations that fought on their side became known as the _______. _______, _______, _______ _______, and _______ became known as the _______ _______.

(p. 183) _______ armies occupied _______, the capital of Belgium. They swept deep into _______ and won _______ _______ over the _______ armies in the _______.

(p. 184) In May, 1915, a large British ship, the _______, was _______ by a _______ _______. President Wilson asked _______ to declare war on the _______ _______ on April 6, 1917.

(p. 185) _______ _______ came to the rescue of the _______ _______ _______. Without their help _______ might have _______ _______ the _______.

(p. 186) From 1914 to 1918 more than _______ _______ _______ died because of _______ _______ _______. President Wilson wrote a _______ _______ which became known as the _______ _______.

(p. 187) The Treaty of Versailles was _______ on _______. The _______ decided to take away ________ of ________. The League of Nations was established so that ________ could talk together about their ________, instead of ________ over them.

(p. 187) The ________ of ________ was established at the ________ ________ of ________.

In the boxes below list at least one thing done by the following:

| President Wilson | The Treaty of Versailles | The League of Nations |
|---|---|---|
| | | |

(pp. 188, 189, 190) Mussolini became ________ in the year ________ of ________. ________ gave up its ________ to become ________ by a ________. A ________ is a strong leader who "________" the laws of the land. In a country ruled by a ________, only one ________ ________ is allowed, the ________. No one can ________ the ________ of the ________. No ________ exist in countries ruled ________ ________. About ________ ________ after ________ ________ a great ________ ________ the ________. The ________ promised people ________ and ________. People lost faith in ________. The ________ ________ made it possible for a number of ________ to seize control of ________ ________. One of the new dictatorships was ________. The ________ were ________ and ________. They gave up their ________ ________ and became the victim of a ________ named ________ ________. ________ was neither bright nor ________, but he could work ________ with ________. They ________ when

_______ told them that _______ had not really lost _______ _______ _______.

(pp. 191-192) As soon as _______ was in _______ he abolished all the _______ of the _______ _______. He abolished _______ of the press, _______ of speech, _______ to hold political meetings. Many _______ were put into _______. _______ camps came into use. The followers of _______ were called _______. According to _______, the _______ were a _______ _______. _______ raved especially against the Jews. He _______ not only _______ of the ____ faith, but he also _______ all _______ whose ancestors had been _______. Soon _______ were beaten and murdered in the streets. The _______ were put in _______ camps. The symbol of the Nazi Party, worn on the arm band is called a _______. Japan failed at _______. Japan first _______ _______. This started a war that lasted almost _______. Mussolini, the _______ of _______, decided to make a colony out of the country of _______ in _______. Thousands of _______, _______, and _______ died. _______ lost its freedom. Spain had become a _______ in 1931, but rich landowners and army officers wanted to set up a _______. They started a _______ against the democratic _______. Italy sent _______ to help _______ _______, the leader of the _______. Germany helped him with _______ and _______. Spain is still ruled by a _______ today.

(pp. 193-200) Hitler _______ up a strong _______ in Germany. First Hitler occupied _______. Then he demanded part of _______. Later German armies took over all of _______. Hitler marched his armies into _______ on September 1, 1939. _______ _______ II had started. Democracy might have lost the war if the _______ had not escaped from _______. Britain's strong leader was named _______ _______. He said that all the people could hope for was _______, _______, and tears. He also said that the _______ would never _______. Frenchmen wept as _______

_______ occupied their _______ _______. In June, 1941, Germany attacked _______. American supplies helped _______ and _______ to hold out against Germany. Franklin D. Roosevelt was a staunch friend of _______. The attack on Pearl Harbor caused _______ to enter _______ II. The United States declared _______ on _______.

(pp. 201-204) Italy by this time was tired of _______ speeches. They wanted _______. Then they became _______ of the _______ _______. The _______ surrendered after _______ killed himself. _______ was a coward. The worst of the crimes of the Nazis were against the _______. Hitler persecuted the _______. During World War II, _______ murdered _______ _______ _______, _______, and _________, of _______ descent. A special building in New York City where delegates of more than one hundred nations meet is known as the _______ _______ Building.

(p. 205-220) These nations have _______ _______ which have to be settled. The problem of the Suez Canal almost caused a _______ _______ not very long ago. _______, _______, and _______ _______ invaded Egypt, and started a _______. The U. N. ordered them to stop the _______ at once. The members of the U. N. that started the war _______ the orders of the U. N. Korea is a _______ of _______. In the north it is bounded by _______, across the sea is _______. The _______ _______, and _______ could not agree on what _______ of _______ Korea should have. The Americans wanted a _______ government. The Russians wanted a _______ government. Korea has two kinds of governments, one in North Korea _______, the one in South Korea chosen by the people. A war developed between _______ _______, and _______ _______. The _______ _______ helped _______. China _______ the war. The _______ _______ is still unsolved. Korea is still a _______ _______ in the world. The two kinds of thinking in the world today are _______ and _______. Abraham Lincoln believed in a government _______ people, _______ people, and _______ people. The only freedom Americans do not have is to _______ _______. One of the important freedoms to enjoy in the United States today is _______ of _______. Another freedom Americans have is the freedom to _______ _______. Capitalism is when you _______ _______ _______ to _______ _______ _______. Americans also have _______ of Assembly. Americans have _______ through freedom. In a _______ government the _______ serves the people. In a _______ government the government tells everyone what to do. The people are forbidden to _______ for themselves. Communism means _______ _______ belongs to the government. The father of modern communism was a German named _______ _______. Karl Marx attacked both _______ and _______. The _______ believe in violence. They want to make an _______ of religion. The Cold War is a _______ of _______. On one side of the Cold War are _______ and _______. On the other side are the _______ _______ and the other _______ _______ in the world. The _______ have set up parties in every _______. There is even a _______ _______ in the United States. The fight for _______ may be long and _______. But if we stand fast, freedom will win in the end, for _______ is the greatest _______ on earth.

## lminating Activities

Plan a buzz session, followed by an informal discussion concerning the second World War within twenty-five years (1914-1939). Include:

a. underlying causes
b. immediate causes
c. comparisons - logistics, manpower, alliances, geographic factors
d. cost - charts of statistics on many costs; cost in lives
e. results - treaties, international leagues and organizations
f. hopes and aspirations for the future

Hold a spelling and vocabulary meaning "match" on the unit vocabulary

Make a poster in chart form which includes: graphs, statistics on manpower, costs of both world wars, casualities in wounded, handicapped, and killed in both World Wars I and II.

lminating Activities (continued)

Have a committee study and report on our *achievements* for freedom-loving peoples in our world. (Relate to wars, League of Nations, United Nations, Korea, alliances, efforts for collective security.)

luation

Discuss in class the tests on Chapters 11 and 12 on pages 71-72 and pp. 74-75 relating comments to current events and to contemporary history.

Assign several students to assist in classroom study of the world map. Indicate on textual maps the geography, and freedoms' struggles and developments in the nations of the world, 1939-1945. Refer to your text on pp. 219-220, "Thinking About Democracy's Fight for Life."

Recently, a history teacher was upset by the indifferent, apathetic, and impersonal attitude of his students toward their importance to, and responsibility for, freedom in the United States. They said that they could not vote, get good jobs, do as they please - that they really were neither free nor citizens. Refute this real case study in relation to yourself and to your class.

Explain: "Many people interpret liberty as license."

urce Materials

Bleven, Bruce, Jr., *From Pearl Harbor to Okinawa*, Random House
Churchill, Winston, *The Second World War*, Golden Press
Eptein, Edna, *The First Book of the United Nations*
Reynolds, Quentin, *The Battle of Britain*, Random House
Seymour, Alto Halverson, Toward Morning: *A Story of the Hungarian Freedom Fighters*, Follett
hirer, William, *The Rise and Fall of Adolph Hitler*, Random House
or, Regina, and Roosevelt, Eleanor, *Growing Toward Peace*, Random House

efer to "Teacher's Manual," p. 124, for additional resource materials

-Visual Instructional Materials

| | | |
|---|---|---|
| -183 | *Bill of Rights* | 20 minutes |
| -523 | *Ticket to Freedom* | 14 " |
| -19 | *Britain and Her Empire* | 17 " |
| -98 | *Rise and Fall of Nazi Germany* | 17 " |
| -90 | *Rise of Adolph Hitler* | 27 " |

## Resource Unit XX.: How Have Geographic Factors Influenced Democracy In Europe?

**Suggested Time - Four Weeks**

### Overview

Differences in ways of living depend to a great extent on geography. Western Europe tends to be prosperous because of freedom, but Eastern Europe tends to be poor because of dictatorships. Freedom and education of a people can overcome lack of natural resources and cause a higher standard of living for nations. Thus, freedom is the key to a happy, prosperous national life.

### Specific Objectives

To develop in pupils geographic knowledge, skills, and understandings

To develop pupils' knowledge and historical interpretation of the causes and effects of recent development in Europe

To show pupils that education for responsible freedom is a key factor in the development of free men in our world

| Outline of Content | Activities and Operational Procedures |
|---|---|
| A. Influence of geographical development on man and his environment<br>1. Where in the world are we?<br>a. The United States of America<br>b. Europe<br>c. Asia<br>d. Africa<br>e. South America | Using Teacher's Manual, text, pp. 78-81, select suggested activities under "Presenting the Unit," "Developing the Unit," and "Classroom Quiz" on pages 78-81. (Teacher selects, assigns, and leads discussions.) |
| 2. How maps explain man's surroundings<br>a. latitudes and longitudes<br>b. physical features<br>c. climate<br>d. seasons<br>e. day and night<br>f. our own area | Appoint a pupil committee to study physical, political, and resource maps, pointing out geographic features and applications to historical developments and contemporary life.<br>Relate geographic factors to development of Europe and its peoples. |
| B. A flying tour of Europe<br>1. Western Europe<br>a. British Isles<br>b. Commonwealth<br>c. France<br>d. Low countries - Netherlands, Belgium, Luxemberg | Give individual reports on our tour to Western Europe. Tell what you saw in the British Isles, France and the Low Countries that reminded you of our own United States. What did you think of the Commonwealth, especially Australia? |

| **Outline of Content** | **Activities and Operational Procedures** |
|---|---|
| 2. Southern Europe<br>a. Portugal<br>b. Spain<br>c. Italy<br>d. Modern Greece<br>3. Central Europe<br>a. Switzerland<br>b. Austria<br>c. Germany | (Pupils)<br>Discuss our travels in Southern Europe. Tell what kind of government Spain and Portugal are ruled by. Tell of our tri to the Vatican City, located inside Rome the Spiritual Capital of millions of catholics all over the world. Tell of our trip to the Greek farms and your impression of the Greeks in their struggle for Democracy. |
| 4. Unity in Western Europe<br>a. NATO<br>b. Common market | Pupils - Give your views of Western Europe since our tour. Tell in your own words why you think Europe is prosperous. |
| C. A tour behind Russia's "iron curtain."<br>1. A view of the terrain<br>2. The life of the people "in bondage."<br>3. Ideologies in Russia<br>4. We read about the geography and history of Russia and its peoples "In Bondage." | After our tour behind the "iron curtain", seeing the land, the people, their culture, observing their way of life, pupils tell in your own words what our freedoms and our way of life means to you, after observing difference in ideologies and their value systems, in comparison with ours. |
| a. geographic and man made differences<br>b. differences between freedom and virtual freedom<br>c. differences in respect for the individual | Draw map on page 302 of the Soviet Union, the Satellite Countries, and Yugoslavia. Color and label countries. (attach map to back of paper)<br>Explain the meaning of the following: The U. S. S. R.<br>(Pupils) Tell something about the Geography and History of Russia, and Its Peoples in Bondage. Write as many statements as you can showing the difference between people having freedoms and people without freedoms.<br>Discuss differences in respect for the individual in Russia in comparison with the United States. |
| d. differences in standards of living | (Pupils) Compare the standard of living that you observed on your tour of Russia, with our standards of living in the United States |
| 5. We leave for home and welcome this opportunity.<br>a. goals and practices of democracy<br>b. goals and practices of Russian communism<br>c. maintaining of freedom | Tell of the joy you felt as we were leaving for home, after our tour behind the "Iron Curtain."<br>Compare our goals of democracy with practices of "Russian Communism."<br>Consider after you arrive in your |

homeland - are our attempts to maintain freedoms in our country really worth individual effort?

Graphs - make graph showing that according to latest data 34 per cent of American high school students go on to college . . . the figures for other major countries: Britain, 9 per cent; France, 8 per cent; Russia 7 per cent; Germany, 6 per cent.

INDIVIDUAL CONTRACT LEARNING ACTIVITY NO.______

Using Teacher's Manual, text, pp. 80-94 give open book tests on "Classroom Quizzes."

## Vocabulary

hydroelectric power
important
independence
iron curtain
latitude
longitude
organization
paralells
periodicals
prosperity
satellite
United Kingdom

## Culminating Activities

Plan and carry out a library reading project in which the school librarian sets aside books and materials on the geography and history in Europe. Distribute these for reports on leading countries and/or regions. Meet during the class hour for use and checking out of such materials. Prepare written and oral reports.

Using the World Book Encyclopedia, have pupils prepare comparison reports on leading European countries. Include size, population, resources, occupations, industries, government, education, progress, culture and people.

Have pupils contrast communism and democracy, giving examples of everyday life.

## Evaluation

Check place geogrpahy by having pupils go to the classroom maps and globes, pointing out places, physical features, cities, countries, continents, etc.

Give outline map tests of the matching type.

Use objective map and factual tests similar to those in the "Teacher's Manual" of the text. (Not open book)

Observe pupils' abilities to recognize and comment on the importance of geography on people and their history and development.

Determine through vocabulary matching and multiple choice tests pupils' knowledge and understanding of terms and identifications.

Evaluate pupils' understanding of European developments as a result of historical and geographic factors.

## Resource Materials

Creed, Virginia, *Life in Europe*, France Grand Rapids: Fideler, 1958 (5-7)
Lobsenz, Norman, *The First Book of West Germany*, New York Watts: 1959, (4-6)
Nazaroff, Alexander, *Land of the Russian People*, (3rd Ed.) Philadelphia Lippincott, 1959 (4-7)

Unstead, R. J. (Editor), *Looking at the World*, Macmillan, 1961 (5-8) New York

## Audio-Visual Instructional Materials

| | | |
|---|---|---|
| 0-490 | *British Isles* | 11 minutes |
| 00-451 | *Churchill, Man of Century* | 21 " |
| 0X-88 | *Death of Socrates* | 27 " |
| 00-155 | *Greece, on Mediterranean Shores* | 20 " |
| 00-21 | *Causes and Immediate Effects on First World War* | 23 " |
| 00-556 | *French Revolution* | 16 " |
| 00-363 | *Italy - Po River Valley* | 20 " |
| 00-244 | *Land Behind the Dikes - Netherlands* | 20 " |

Suggested Field Trips:
- Truman Library
- Art Gallery
- Kansas City Museum
- Fellowship House
- Public Library
- Municipal Airport

## Unit XXI.: Modern Asia and Africa - What's Ahead?

Suggested Time - Six Weeks

### Overview

Over one-half of the peoples of the world (one billion) have Asia as their home. Over 234,000,000 people live in Africa. Asian and African nations are gaining independence and are seeking freedom and a place in the world. Until recently these people have been dominated by international imperialism and exploitation from without and by tribalism and a continuity of despotism from within. What the future holds for these peoples and for their leaders will depend not only upon world happenings but upon the assumption by these peoples of responsible citizenship.

### Specific Objectives

To develop in pupils knowledge and understanding of the emerging peoples and nations of Asia and Africa

To show pupils that the future of these continents depends upon opportunities and encouragement given to these peoples and upon the development of democratic leadership

To instill in pupils the desire to appreciate and know about these people and their struggles toward freedom

| Outline of Content | Activities and Operational Procedures |
|---|---|
| A. We take a trip to the largest continent - Asia.<br>1. Most of the world's people live here.<br>2. This is a land of ancient cultures. | (Pupil) Using the appendix on "The Countries of the World" (text, pp. 462-465) and the charts on pages 334-335; pp. 436-437, interpret and apply statitstics and facts to our world today. |
| a. language<br>b. art<br>c. handicraft<br>d. religions<br>e. government<br>f. work pattern<br>g. limited education | Using the glossary on pages 472-482 of the text, look up and pronounce key words which are related to the seven continents and major countries of the world. |
| 3. We drive through the land.<br>a. visiting places<br>b. meeting people | |

| Outline of Content | Activities and Operational Procedures |
|---|---|
| 4. We evaluate people and places.<br>a. comparative mass poverty<br>b. limitations on national and personal freedoms - no middle class<br>c. threat of communism<br>d. evidences of help by the United States<br>e. Near East appears as a source of oil for free world<br>f. presence of national and personal freedoms encouraged and advanced in the Phillipines and Japan<br>g. We receive satisfaction in helping to solve Asia's problems peacably. | (Pupil) Using the World Book Encyclopedia and selected reference materials, prepare biographical sketches on outstanding leaders who permanently influenced their peoples and/or the peoples of the world in such areas as the following:<br>government<br>religion<br>art<br>music<br>literature<br>(Pupils and teacher) Plan field trips to such places as the Truman Library, the Kansas City Museum, the Nelson Art Gallery, and the Kansas City, Missouri Public Library. Report and discuss reactions and tell what has been learned from these experiences. |
| B. We take a safari through Africa.<br>1. Observing new terrain<br>2. Evaluating recent independence<br>3. Pride in evidences of our help and support<br>4. Examining advances<br>5. Visiting people<br>6. Touring cities<br>7. Meeting leaders | Using case studies in the text (pp. 178-179; 244-245; 298-299; 360-366; 438-441; 442-445; 447-450) have pupils act out the role of one of the people in these case studies. |
| C. We take a trip to Latin American countries. | Discuss modern life in Latin American countries with your evaluation of their revolutions for freedom and present threat of communism. |
| Vocabulary | Prepare and conduct a spelling match on representative vocabulary and identifications in the units. |

agriculture
Apartheid
Aswan Dam
Boer
Buddhist
Chiang-Kai-shek
circumstances
exploitation
fabulous
generalizations
helicopter
industrialization
Mahatma Gandhi
monsoon
mountainous
oasis
papyrus
peninsula
plateau
progressive
refugees
reservations
sakieh
Taj Mahal
Terra Incognita
U. S. S. R.

Teachers may want to prepare mimeograph sheets for this learning material

## INDIVIDUAL CONTRACT LEARNING ACTIVITY
## NO.____

(pp. 333-336) Asia is the ____ mass of ____ on earth. Northern Asia covers about ____ ____ of the ____ ____. Central Asia is the ____ ____ of all the ____ of Asia. The ____ of ____ lies immediately ____ of the ____.

(pp. 337-339) The land in Asia gets very ____ during the ____ and very ____ during the ____. The seasonal winds blowing over southern and eastern Asia are called ____. The countries of ____ ____ are often called the ____ ____. Draw, label, color maps on page 339.

(pp. 340-343) The gate to Asia is ____. This great ____ city, once called ____, is located on the ____, the narrow ____ that separates ____ from ____. Today Turkey is a ____ country. The leader of Turkey is named ____ ____ ____. He became a ____ of Turkey. The ____ ____ has given ____ huge sums of ____ to help establish more industries. Nomads called ____ wander through the ____ of the ____ in search of pasture for their flocks. Their lives have changed little since ____ times. An ____ is a fertile spot in the desert. The ____ river and the ____ river irrigate fertile valleys in the Near East.

(pp. 344-350) ____ is one of the most important ____ of the Near East and also one of the ____ problems. The magic of ____ has brought ____ ____ to the Near East. Although the Near East is rich in ____ most of the people are still very ____ and live in ____. There is fear of ____ and threat of ____ in the Near East. Israel is surrounded by ____ enemies. They use ____ ____ of agriculture. The ____ ____ settled the Israel dispute.

(p. 352-366) Draw, label, color map on page 356. Tell what nations border on China. Tell what bodies of water touch China.

Most of Central and Eastern Asia is occupied by the country of _______. A great leader arose in China by the name of _______ _______ _______. After his death, the Chinese Nationalists were led by a general named _______ _______. By the end of 1949 the _______ had conquered most of China. China is the _______ largest country in the world. One of the largest Chinese regions is _______ _______. Manchuria is China's main _______. Many Mongolians live in tents called _______. An important product of southern China is _______. The _______ are trying to change Chinese ways of living with methods that are even more _______ than those used by _______. Wu was killed by the _______. The _______ have broken up family life in China.

On the chart below list as many statements as you can about the following rivers.

| Yangtze | Hwäng Ho | Si Kiang |
|---|---|---|
| | | |

(pp. 366-375) Formosa is an island of _______ and _______. Most of the children on _______ have an opportunity to go to school. America has helped _______ from being invaded by the _______.

Copy map on page 369. Label and color, showing natural resources, industries and land use. (attach to back of sheet)

Japan is the _______ _______ _______ in East Asia. They have been forced by their defeat in World War II to become a _______ _______. Mount Tuiji is the _______ _______ in Japan. The last time it erupted was in _______. Japan gets _______ and _______ from the sea. Japan is the strongest _______ _______ in Asia.

(pp. 379-385) Southeast Asia is the land of _______ cultures. The temple of Angkor was finished in _______ A. D. The _______ _______ was the first western country to bring _______ to the nations of Southeast Asia. Burma is often called the _______ _______. Most of Burma is _______. In 1948 Burma gained her independence from the _______, and set up a _______ _______ government. Malaya is the land of _______ and _______. People of south and Southeast Asia are helped with their heavy work by _______.

(pp. 388-395) Laos is the land of a million _______. Life in Southeast Asia is centered along _______ _______. Man _______ _______ stalk among the reeds growing in this _______ country. Thailand is known as the land of the _______. The people of Southeast Asia love to _______ and make _______. Southeast Asians dance to _______ a _______, and to _______ an audience. They move their _______, their fingers, and their _______ to the rhythm of the _______. Every _______ has a _______ meaning.

(pp. 400-410) South Asia is separated from _______ by high _______. It's climate is formed by the _______, dry in the _______ and wet in the _______. Monsoons _______ India's climate. Mahatma, was a great leader of _______. Mahatma, means _______ _______. India is the world's most _______. The new nation of Pakistan has turned to _______.

(pp. 418-429) Australia is the _______ continent in the _______. Australians have summer when we have winter. Australia is a _______, _______, climate. The island of New Zealand lies close to _______. Sheep farms in Australia are called _______. Some _______ have as many as _______ _______ acres. Wool from _______ _______ is shipped all over the _______. Australian natives are called _______.

Many of these people live the way our _______ lived in the _______ _______. They hunt for _______ and gather _______ for _______.

(pp. 430-460) Africa is known as an _______ giant. The continent is divided into four main regions: _______, _______, _______, and _______. Africa is a large _______ with few _______. Another very important feature of Africa is the _______ _______ _______. Africa is a land of _______ rivers. The climate of _______ is very warm. Equatorical Africa is often called the _______ _______ _______ _______. The northern and southern coasts of the African continent have _______ climates. Terra Incognito means "_______ _______". David Livingstone gave his life to help the _______ _______. Today his body rests in Westminster Abbey. Today a great struggle for freedom is going on all over _______. New nations are being born in _______ almost every year. Six important rivers of Africa are the _______, _______, _______, _______, _______, and _______. Africa is a land of _______ animals. The Belgians gave the _______ their freedom. The British freed the _______. The grassland region of Africa is _______ _______. The British taught the Nigerians _______. South Africa's policy is called _______, a Dutch word meaning "being _______," or _______. Boer is a Dutch word meaning "_______." A form of the Dutch language spoken in South Africa is _______. The Bantu are froced to live on _______. The Indians are treated better than the _______, but are also restricted to certain areas. The people of South Africa do not _______ each _______.

There is _______ in North Africa. Algeria was the last _______ _______ country to become _______. In 1962 the people won their _______ from _______, after a long and hard struggle. The _______ _______ is over a mile long. It stores _______ for _______ and making _______. Some farmers in Egypt use a _______ for irrigation, and some use a _______. Cairo, the capital of _______, is the largest city in _______.

The ________ nations in the world are working together for ________. The ________ nations are willing to ________ ________ in other lands to stay ________. The ________ ________ may be very proud of what they have done. As ________ grow up, ________ will be the men and women who will ________ to make this ________ new world ________ ________ and nations will be able to live in peace.

Other Individual Contract Learning Activities

Using the African maps in the text on page 437. list the numbers of the countries and then "match" corresponding numbers on the maps.

Write your interpretation of the resources, industries and land-use map on South Asia in text on page 411.

Interpret the Southeast Asian map in the text on page 380; relate discussion to threat of communism and defense against it.

Using the Asian map in the text on page 335, list the numbers of the countries and then "match" corresponding numbers on the map.

Using the European map in the text on page 236, list the numbers of the countries and then "match" corresponding numbers on the map.

Using the map on North Atlantic's organization against communism (text, page 298), list the names of the members of NATO, communist countries and neutral countries.

Culminating Activities

Have pupils write biographical sketches of twenty leaders of the world, imagining they are each one of these leaders. Describe and tell what each did as a leader. See if the class can guess who the sketch describes. Refer to encyclopedias, reference books, The History of Our World, and A History of the World. (World History texts)

Identify: Dr. Ralph Bunche, Nehru, Gandhi, Mossadegh, Nasser, Mau Mau, Kwame Nkrumah, U Nu, Magsaysay, Churchill, Mao Tse-tung, Khruschev, de Gaulle, Dag Hammarskjold, Chiang Kai-shek, Tito, John Foster Dulles, Adlai Stevenson.

## Culminating Activities (continued)

Divide the class into two teams and conduct a contest (in the ma spelling match) using identification of the following terms as g the contest: Atlantic Charter, Four Freedoms, International Geo Year, United Nations Assembly, United Nations Charter, UNESCO, W NATO, open sky inspection plan, Truman Doctrine, Marshall Plan, Arab Republic, FAO, 38th Parallel, hit-and-run war, nationalizat determination, representative democracy, republic, West and East Red China, infiltration in Latin America, quarantine.

## Evaluation

Evaluate pupils' ability now to interpret the present in terms o past and their ability to look into the future with some histori perspective.

Lead in developmental discussion of causes, effects, relationshi big ideas grasped about the world of today and lessons we have le about people and places.

Test place geography, statistics, concepts, significant leaders a real lasting achievements for freedom-loving peoples in the Twent Century.

Determine pupils' enlarging understandings, broadening attitudes, responsibe behavior as citizens of the world - through guiding an teaching them this year.

## Resource Materials

Ayer, Margaret, Getting to Know Thailand, Coward-McCann, 1959, (4
New York

Caldwell, John C., Let's Visit India, Day 1960 (6-8), New York

Horley, L. F., Exploring the Pacific, Roy, 1961 (6-8), New York

Quinn, Vernon, Picture Map Geography of the Pacific Islands, Lipp
1945 (5-8) Philadelphia

Sperry, Armstrong, Pacific Islands Speaking, Macmillan, 1955 (6-8

Paton, Alan, The Land People of South Africa, J. B. Lippincott, Ne

Bontemps, Arna, 100 Years of Negro Freedom, Dodd, Mead, and Compar

World Book Encyclopedia

Compton's Encyclopedia

Reference materials set aside in the school library on Latin Ameri European, Asian, African, and Western European and American leader and developments and people

Current Events, American Education Press, Columbus, Ohio

Golden Book Pictorial Atlas, Panorama

Audio-Visual Instructional Materials

| | | |
|---|---|---|
| 00-429 | Mahatma Gandhi | 19 minutes |
| 00-394 | Man and His Culture | 15 " |
| 0-745 | Mohammedan World: Beginning and Growth | 11 " |
| 00-131 | U. N. R. R. A. | 15 " |
| 00-403 | Planning Our Foreign Policy | 21 " |
| 0-488 | Australia | 11 " |
| 0-524 | Bushland Symphony | 10 " |
| 00-294 | Life in the Sahara | 15 " |
| 00-224 | Riches of the Veldt (South Africa) | 20 " |
| 00-465 | Union of South Africa | 17 " |
| 00-156 | (India) Farmers of the Middle Ganges Valley | 20 " |
| 00-589 | Russian Life Today: Inside the Soviet Union | 20 " |
| 00-622 | Morrocco: Two Arab Boys of Tangier | 18 " |

APPENDIX A

## PROFESSIONAL AIDS - BIBLIOGRAPHY

Bell, Harrison B.; Brocheck, Anna; Finch, Hardy - Spelling for You (Prentice-Hall. Inc., Englewood, New Jersey)

Blumenthal, Joseph C. - Common Sense English (New York, Harcourt, Brace and World, Inc., 1946)

Books for the Teen Age - New York Public Library, 1959 (at literature desk) Under topics, briefly annotated.

Bromberg, Murray - Making Literature Lessons Live (A Practical Guide in the Teaching of literature.) Teachers Practical Press, 47 Frank Street, Valley Stream, Long Island, New York, 1961. Gives specific suggestions, with illustrations, for study and discussion of particular selections. 373.8 Bromberg

Burton, Dwight - Literature Study in the High School (New York, Henry Holt, 1959.) Covers areas: "What should literature do for the adolescent?", "When do we start?", Literature of adventure, Literature of adolescent culture, Use of historical background, Organizing the program in literature, Evaluating student growth in literature. 373.8 B971

Carlsen, G. Robert, "The English Language Arts in the High School," The High School Journal, University of North Carolina Press, V. XLV, No. 5, February, 1962. Three broad areas to cover: 1. presentation of factual information about language, literature, mass media of communication; 2. experiences and projects; 3. ideas and attitudes about human life. He stresses importance of a basic frame of reference within which skills are taught.

Carlsen, G. Robert, "The Magic of Bringing Young Adults to Books," Wilson Library Bulletin, 33: 134-7, October, 1958. Discusses reading interests of adolescents. Stories with central character moving into adult responsibility, with social problems, and with concepts of values.

Carlsen, G. Robert, and Alm, Social Understanding through Literature, N. C. Social Studies, Bulletin 28, March, 1954. Suggestions for stimulating reading and for providing significant activities as a result of reading. Annotated bibliography under: individual and immediate environment, and physical, and technological, and civic, and social, and global. The books are further numbered (1) for teen-agers, (2) adult material widely read by teen agers, (3) adult and adolescent mature in treatment. 016.800 C28s

Colton, Davis, Hanshaw, Living Your English, Grades 7, 8, 9, 10, 11, 12. Boston, D. C. Heath, 1958. Series for slow learners. Includes self-checking exercises, charts, and diagnostic tests. Teacher's Manual.

Corbin, Richard, Poetry I (Paperback), MacMillan, New York

Dale, Edgar, Audio-Visual Methods in Teaching (Revised Edition) The Dryden Press, New York

Edel, White, Brown, Five World Biographies, New York, Harcourt, Brace and World, Inc., 1961. High School Level.

English Journal, National Council of Teachers of English, Champaign, Illinois

General Motors, Can I Get The Job, General Motors - May be obtained by writing to: Educational Relations Section, Public Relations Staff, General Motors, Detroit 2, Michigan

Hayakawa, S. I., Language in Thought and Action, New York, Harcourt, Brace and Company, 1949.

Heaton and Lewis, Reading Ladders for Human Relations, American Council on Education, 1954.

Johnson, Eric W., Improve Your Own Spelling, McGraw-Hill, New York

Johnson, Glenn, The World of Measurement, Webster, St. Louis, Missouri

Kierzek-Gibson, MacMillan Handbook of English (4th edition), The MacMillan Company, New York

LaBrant, Lou, Your Language - 4, McGraw-Hill, New York

Loban, Ryan, Squire, Teaching Language and Literature, New York, Harcourt, Brace and World, 1961. The sections covered, with many specific exercises and detailed lesson plans, are: "Language, Thought and Feeling," "Understanding," "Appreciation," "Communication," and "Values."

Miller, Ward S., Word Wealth Junior, New York, Henry Holt and Company, 1950. Grades 6-8, 9-12

Minteer, Catherine, Words and What They Do, Evanston, Illinois, Row Peterson, 1953

National Council of Teachers of English, Tools for Teaching English, Champaign, Illinois, 1961-62.

National Dairy Council, Who - Me? (May be obtained free)

Peterson, R. Stanley, Poetry II (Paperback), MacMillan, New York

Pooley, Robert C., Teaching English Usage, New York, Appleton-Century-Crofts, 1946. Errors to be attacked for Elimination in the Junior High Schools - pp. 194-195; in the senior high schools, pp. 218-220.

The English Language Arts in the Secondary School, N.E.T.E. Curriculum Series, Vol. III, New York: Appleton-Centry-Crofts, Inc., 1956

Turner, Richard H., The Turner-Livingston Reading Series, New York University Press

Walker, Elinor, (ed.) Book Bait, American Literary Association, Chicago, 1957. (at literature desk) Long annotations.

Wolfe, Don M., Creative Ways to Teach English: Grades 7-12, New York: The Odyssey Press, Inc., 1958

Wrenn, C. G., and Larsen, R. P., Studying Effectively, Stanford University Press, Stanford, California, 1959. Price 50¢. After study habit inventory, 8 chapters; "Planning Your Work," "Improving Reading Ability," "Studying textbook assignments," "Improving Memory," "Increasing ability to concentrate," "Taking Notes," "Preparation for Taking Exams," "Improving capacity for Study," A final study habit inventory. (Too difficult for 11th graders?) (Required of all W. W. juniors.)

## APPENDIX B

## STYLE SHEET FOR WRITTEN WORK

### I. FORM FOR WRITTEN WORK

A. Use blue or black ink or double-spaced typing for the finished copy of a composition.
B. Capitalize all words in a title except conjunctions (*and*, *but*, *or*, *nor* etc.), prepositions of four letters or fewer (*for*, *in*, *on*, *of*, *to*, *etc*.) and articles (*a*, *an*, *the*.) Capitalize these also, if they are first or last in the title.
C. Write the title on the first line. Put no period after it. Put no quotation marks around it.
D. Leave space of one line below the title.
E. Indent about one inch for the beginning of each paragraph.
F. Start the first paragraph on the third line.
G. Leave one-inch margins on both sides of your paper and one and one-half inches at top and bottom.
H. Use only one side of the paper for the finished copy of a written composition. Use unruled paper, regulation theme-size.
I. Endorse the outside paper in the following form:

Jack Taylor
Subject
Hour
September 9, 1962

J. Fold lengthwise. (Optional)

### II. CAPITALIZATION

A. CAPITALIZE

1. The first word of every sentence, direct quotation, topic of an outline, and *line of poetry*. (Modern poetry is not included.)
2. Languages, but not other subjects unless accompanied by a designation. (I take algebra and world history. I take *Algebra 2* and *World History I*.)
3. Names of the month, days of the week, holidays, but not seasons.
4. All words in the salutation of a letter except Dear when used with *my* - - *My dear Sir*: Capitalize only the first word in the complimentary close of a letter.
5. Only names of *particular* buildings, business houses, churches, clubs, colleges, highways, lakes, mountains, oceans, organizations, parks, rivers, schools, seas, societies, streets. (Northwest High School.)
6. Names of cities, constellations, continents, countries, departments of government, historical events, nationalities, persons, places, states, steamships. (Indian; Battle of Bunker Hill.)
7. All words in a literary title except conjunctions (*and*, *or*, *but* *nor*, etc.), prepositions of four letters or fewer, (*for*, *in*, *on*, of *to*, etc.), and articles (*a*, *an*, *the*.) Capitalize these also, if they are first or last in the title.

8. The word Bible, the books of the Bible, and all words referring to God and the Deity. (But not the word god, if it means a pagan deity.)
9. Terms of relationship like Mother, Father, Grandmother when used without a modifier or before a person's name. (I saw Mother and Uncle John.) (See II., B., 3.)
10. North, South, East, and West when they are used as names of sections of the country, but not when they are used as names of directions. (The North defeated the South. Turn north now.)
11. Titles of office only when they precede a person's name - - Mayor Bartle. One exception is the President of the United States.
12. Commerical trade names - - Eversharp pencil, Boeing plane, Crosley radio.

B. DO NOT CAPITALIZE

1. Names of animals, birds, flowers, games, insects, and trees.
2. Class names like freshman, sophomore, junior, senior.
3. Mother, father when preceded by modifier, like my mother, her father.

III. PUNCTUATION

A. USE A PERIOD

1. At the end of every declarative and imperative sentence.
2. After initials of names.
3. After accepted abbreviations.
4. After numbers and letters used in numbering exercises or the topics of an outline.

B. DO NOT USE A PERIOD

1. After the title of a composition.
2. After the topics of an outline unless it is a sentence outline.
3. After your name when you sign a letter or note.

C. USE A QUESTION MARK - After every direct question.

D. USE AN EXCLAMATION POINT - To indicate strong or sudden feeling.

E. USE COMMAS

1. To set off all items, after the first, of a date.
2. To set off all items, after the first, in an address.
3. After Oh, Yes, No, Well, when they introduce a sentence.
4. To set off a noun of direct address.
5. To separate words, phrases, and clauses in series.
6. To separate parallel adjectives.
7. To set off words in apposition unless they are closely related to words they explain - - Ellen, my sister, - - my sister Ellen.
8. Before expressions like can't you, didn't she, doesn't he, don't they, hasn't he, haven't you, isn't she, won't you when they come at the end of a sentence.
9. To set off parenthetical words and phrases like as usual, by the

*way*, *however*, *nevertheless*, *no doubt*, *on the other hand*, *of course*, etc.

10. To set off most direct quotations from the rest of the sentence.
11. After the salutation (greeting) of a friendly letter and after the complimentary close of all letters.
12. Before the conjunctions *and*, *but*, *for*, *nor*, *or* when they join unpunctuated independent clauses.
13. After an introductory adverbial clause. Seventeen commonly used subordinate conjunctions that introduce adverbial clauses are: *after*, *although*, *as soon as*, *because*, *before*, *if*, *since*, *though*, *unless*, *until*, *when*, *whenever*, *where*, *wherever*, *while*, *why*, *as*.
14. To set off nonrestrictive clauses - - Mr. Smith, who is sick, is our friend.
15. To set off all introductory participial phrases, or phrases containing participles that turn or delay the thought - - A flock of ducks, *flying very high*, passed over our blind.

F. USE AN APOSTROPHE

1. To form the possessive case of nouns and indefinite pronouns.
2. To indicate the omission of a letter or of a syllable in a contraction.
3. To form the plural of figures, letters, signs, and of words when the latter are spoken of as words: *l's*, *L's*.

G. USE QUOTATION MARKS

1. To enclose the words of a speaker in a direct quotation.
2. To indicate the titles of articles, chapters, short stories, and single poems when quoted from a publication.
3. To indicate titles of movies, radio, and television programs.
4. To indicate foreign phrases not italicized.

H. USE AN UNDERLINE

1. Under each separate word of titles of books, magazines, and newspapers, long poems, plays, musical works, planes, ships, and trains.
2. Under letters, figures, and words used in sentences *as* letters, figures, and words - - Dot your *i's* and cross your *t's*. Can you spell Mississippi?

I. USE A SEMICOLON

1. To separate independent clauses not joined by coordinate conjunctions in a compound sentence - - Classes start at eight o'clock; a warning bell rings five minutes before the hour.
2. Between long independent clauses joined by co-ordinating conjunction when either clause is punctuated by commas - - Jones was chosen; but, I believe, Smith is the better man.
3. To separate terms of a series if commas are used within the terms - - The main characters are Tom Sawyer, a mischievous boy of eleven; Huck Finn, his pal; Sydney, his younger brother; Becky, his girl friend.

### J. USE A COLON

1. After the salutation (greeting) of a business letter.
2. After such expressions as the following and as follows.
3. Before a long, formal quotation (but not if single spaced, and indented farther than the rest of your typewritten material.)

## IV. GOOD SENTENCE STRUCTURE - ESSENTIALS

### A. PROPER RELATION OF IDEAS.

A simple sentence develops only a single idea. Complex or compound sentences contain a central thought and related ideas. Related ideas are expressed either in phrases or in subordinate clauses.

### B. UNITY OF THOUGHT IN THE SENTENCE

1. Separate sentences should be used for ideas not closely related in thought.
2. Clauses in compound sentences should be of equal rank both in meaning and form. The complex sentence should be used when clauses are of unequal rank.
3. A series of short statements closely related in thought should be combined into one sentence.
4. A phrase or a dependent clause cannot be used as a complete sentence.

### C. CLEARNESS OF THOUGHT IN THE SENTENCE

1. Place modifiers, such as adjectives, adverbs, phrases, and clauses, near the words they modify.
2. Make the reference of each participle and of each pronoun definite.
3. In general, keep the same number, the same tense, and the same voice throughout the sentence.
4. Use connectives that express exactly the desired relations between parts of complex and compound sentences.

### D. EMPHASIS IN THE SENTENCE

1. Ideas placed at the beginning or at the end of a sentence receive emphasis.
2. Emphasis is secured by arranging words, phrases, or clauses in the order of increasing importance.
3. Emphasis is increased by omitting unnecessary words.
4. Emphasis is secured by using words that show exact distinctions.

## V. PARAGRAPH STRUCTURE

A. A paragraph is a group of properly related sentences that develop a single topic. A topic sentence aids in the logical development of a paragraph. The following sentences are examples:

1. A city administration may be economical and not efficient.
2. A very common method of judging the efficiency of municipal government is to compare the cost of a given service in one city with the cost of the same service in another city.

B. A paragraph should concern itself with one and only one topic or main thought. Each sentence in the paragraph should contribute directly to the development of the paragraph topic. Close a paragraph with a sentence that summarizes, concludes, or emphasizes the topic, if added force is needed.

## VI. THE OUTLINE

The following outline form will contribute to orderly thinking:

I. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
A. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
1. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
2. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
a. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
b. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
B. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
II. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .

(The following points should be stressed in the making of outlines:

1. There cannot be a break into fewer than *two* parts. Consequently, in an outline, there cannot be a *I*. without a *II*., an *A*. without at least a *B*., a *1*. without at least a *2*., etc.

2. Entries under the parts of an outline must be parallel in *importance* as well as in *form*. For instance, if *A*. is "The uses of a slide rule" then *B*. cannot be something like "Advanced problems," even though the material is presented in that order in the book. *B*. might be something like "The advantages of a slide rule.")

APPENDIX C

## INDIVIDUAL CONFERENCE PERSONAL RATING SHEET I.

(To be applied twice during the year)

(Put a check (✓) in the answer space which best describes you.)

| Always | Usually | Seldom | | |
|---|---|---|---|---|
| ---- | ---- | ---- | 1. | When you are with others, do you try to look cheerful and friendly? |
| ---- | ---- | ---- | 2. | Before you join other people do you try to groom yourself so that you present a clean and neat appearance? |
| ---- | ---- | ---- | 3. | When you are with others, do you try to make your voice sound attractive: Does it suggest friendliness and interest? |
| ---- | ---- | ---- | 4. | When you meet someone for the first time, do you make an effort to remember his or her name? |
| ---- | ---- | ---- | 5. | When you are with another person do you try to talk about his or her major interests and encourage the other person to talk about them? |
| ---- | ---- | ---- | 6. | Can you listen attentively when someone is talking to you, even though the subject does not interest you very much? |
| ---- | ---- | ---- | 7. | When you are talking with a group, do you make an effort to see that others share in the conversation? |
| ---- | ---- | ---- | 8. | Do you show respect for another person's opinion when it differs from your own? |
| ---- | ---- | ---- | 9. | Do you show respect for older persons as well as for friends your own age? |
| ---- | ---- | ---- | 10. | Do you avoid making sarcastic remarks? |
| ---- | ---- | ---- | 11. | Do you avoid scolding a person before others even though the scolding is deserved? |
| ---- | ---- | ---- | 12. | Do you try to understand the reasons for another person's behavior rather than making a snap judgment? |
| ---- | ---- | ---- | 13. | When someone makes a mistake in your presence, do you help him or her to save face by paying little or no attention to it? |
| ---- | ---- | ---- | 14. | When someone confides in you, can you refrain from being a talebearer? |
| ---- | ---- | ---- | 15. | Do you give at least one compliment to some friend each day? |
| ---- | ---- | ---- | 16. | Do you find some opportunity each day to assist another person? |
| ---- | ---- | ---- | 17. | When a new student joins your class or club, do you help him or her enter into the group activities? |
| ---- | ---- | ---- | 18. | Do you try to be prompt in what you agree to do? |
| ---- | ---- | ---- | 19. | Do you make it a point to thank others for favors? |
| ---- | ---- | ---- | 20. | Do you ask another person's pardon when you have been thoughtless or inconsiderate? |

Now look over the list of items marked "seldom" and in the spaces below restate some of these questions as goals for improvement.

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

## PERSONAL APPEARANCE AND HEALTH HABITS - RATING SHEET #TWO

(To be applied twice during the year)

(Put a check (✓) in the answer you feel applies)

N = Never
S = Sometimes
U = Usually
A = Always

| | First Chance | | | | | Second Chance | | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | S | U | A | | N | S | U | A |
| 1. I am neat and clean unless doing dirty work. | | | | | | | | | |
| 2. I keep my hair clean and combed. | | | | | | | | | |
| 3. I keep my hands clean. | | | | | | | | | |
| 4. I keep my nails clean. | | | | | | | | | |
| 5. My shoes are shined and in repair. | | | | | | | | | |
| 6. My shirt and trousers are cleaned and pressed. | | | | | | | | | |
| 7. I change my socks daily. | | | | | | | | | |
| 8. I change my underwear daily. | | | | | | | | | |
| 9. I bathe daily. | | | | | | | | | |
| 10. I brush my teeth regularly. | | | | | | | | | |
| 11. I know and eat healthful foods. | | | | | | | | | |
| 12. I make effective use of school health services. | | | | | | | | | |
| 13. I have regular chest X-rays to insure my health and that of others. | | | | | | | | | |
| 14. I'm careful of disposing of waste in public | | | | | | | | | |
| 15. I make sure family garbage is covered. | | | | | | | | | |
| 16. I cover my mouth when I cough. | | | | | | | | | |
| 17. When I have a cold, I make sure I carry a handkerchief or tissue | | | | | | | | | |

## CHARACTERISTICS OF A RESPONSIBLE CITIZEN RATING SHEET #3

(To be applied twice during the year)

(Put a check (✓) in the answer you feel applies)

N = Never U = Usually
S = Sometimes A = Always

| | First Chance | | | | Second Chance | | | |
|---|---|---|---|---|---|---|---|---|
| | N | S | U | A | N | S | U | A |
| 1. Do you observe a regular time for straightening your room? | | | | | | | | |
| 2. Do you see that wastebaskets, garbage cans, and ash cans are emptied? | | | | | | | | |
| 3. Do you take responsibility for keeping porches and walks clean? | | | | | | | | |
| 4. Are you accustomed to mowing the grass and caring for the lawns? | | | | | | | | |
| 5. Are you prepared to iron a simple garment when you need it? | | | | | | | | |
| 6. Do you usually repair electric light connections for toasters, irons, lamps, and sweepers when repairs are necessary? | | | | | | | | |
| 7. Can you do a washing when it is necessary? | | | | | | | | |
| 8. Do you always hang up your clothes? | | | | | | | | |
| 9. Do you put in extra time and effort to master and enrich your assignments and lessons? | | | | | | | | |
| 10. Do you keep from "showing off", irritating, and acting childish in democratic activities? | | | | | | | | |
| 11. Are you courteous and constructive in your relations with teachers and classmates? | | | | | | | | |
| 12. Do you usually control yourself in democratic situations such as audience, study, discussion, and activity endeavors in class and school? | | | | | | | | |
| 13. Do you read intelligently the daily newspaper so that you understand important local, state, national, and international events? | | | | | | | | |
| 14. Are you mastering a good social studies vocabulary that helps you understand and converse with older and younger people of standing in your school? | | | | | | | | |
| 15. Do you "rate" with your classmates as shown by their choices, attention, friendship, and respect? | | | | | | | | |
| 16. Do you usually write and speak good language? | | | | | | | | |
| 17. Do you keep from marking school desks and school property? | | | | | | | | |
| 18. Do you listen, understand, quickly and clearly, and "follow through" effectively in school lessons and activities? | | | | | | | | |
| 19. Do you render daily voluntary service to your school without consideration of an award? | | | | | | | | |
| 20. Do you keep from becoming a discipline problem to your class and your school? | | | | | | | | |
| 21. Are you an active member of some community activity such as the Scouts, "Y", Ball Team, Band or Orchestra, Sunday School and Church? | | | | | | | | |
| 22. Are you in the habit of making up work or of "picking up" things when you are absent from school, club, or some related activity? | | | | | | | | |
| 23. Are you a citizen who speaks well of your community and assists in making it a better place in which to live? | | | | | | | | |

## RATING SHEET #3 (continued)

| | First Chance | | | | Second Chance | | | |
|---|---|---|---|---|---|---|---|---|
| | N | S | U | A | N | S | U | A |
| 24. Are you fair in your judgment of others, and do you refrain from holding grudges against adults and friends? | | | | | | | | |
| 25. Do you consult worthy adults before you settle difficult problems in living together? | | | | | | | | |
| 26. Do you keep out of trouble in your home, school, and community life? | | | | | | | | |
| 27. Are you following sound rules of health? | | | | | | | | |
| 28. Are you considerate and kind to others with whom you do not agree or like? | | | | | | | | |
| 29. Do you suspend your judgment on persons or controversial questions, until you have the facts? | | | | | | | | |
| 30. Are you developing good speech habits? | | | | | | | | |

It is suggested that sufficient copies of this chart be made so that the teacher may have a record for each boy and each boy may have one for his personal file. In the first column, enter the date the activity was first handed in. In the second column, check when any necessary revisions are completed. In the third column, enter the teacher's evaluation of the completed task. If more or less activities are assigned in one of the three general areas, adjustments of the chart may be made.

## PROGRESS CHART

|  |  | Date | Rev. | Eval. |  | Date | Rev. | Eval. |
|---|---|---|---|---|---|---|---|---|
| COMMUNICATION | 1. |  |  |  | 6. |  |  |  |
|  | 2. |  |  |  | 7. |  |  |  |
|  | 3. |  |  |  | 8. |  |  |  |
|  | 4. |  |  |  | 9. |  |  |  |
|  | 5. |  |  |  | 10. |  |  |  |
| COMPUTATION | 1. |  |  |  | 9. |  |  |  |
|  | 2. |  |  |  | 10. |  |  |  |
|  | 3. |  |  |  | 11. |  |  |  |
|  | 4. |  |  |  | 12. |  |  |  |
|  | 5. |  |  |  | 13. |  |  |  |
|  | 6. |  |  |  | 14. |  |  |  |
|  | 7. |  |  |  | 15. |  |  |  |
|  | 8. |  |  |  | 16. |  |  |  |
| SOCIAL LIVING | 1. |  |  |  | 13. |  |  |  |
|  | 2. |  |  |  | 14. |  |  |  |
|  | 3. |  |  |  | 15. |  |  |  |
|  | 4. |  |  |  | 16. |  |  |  |
|  | 5. |  |  |  | 17. |  |  |  |
|  | 6. |  |  |  | 18. |  |  |  |
|  | 7. |  |  |  | 19. |  |  |  |
|  | 8. |  |  |  | 20. |  |  |  |
|  | 9. |  |  |  | 21. |  |  |  |
|  | 10. |  |  |  | 22. |  |  |  |
|  | 11. |  |  |  | 23. |  |  |  |
|  | 12. |  |  |  | 24. |  |  |  |

## SPELLING

Below are given a few suggestions for the teaching of spelling in the Work-Study Program for tenth grade boys.

1. Only a few words should be introduced in a given lesson.
2. Each word should be studied separately.
3. The meaning of each word should be clarified by its being used in both oral and written sentences before the word is taught as a spelling word.
4. Each word to be learned should be pronounced by the class in unison - and then by the various class members.
5. The letters in each word should be noted, each separately.
6. Any known phonetic principles which are applicable should be applied.
7. The word should be copied - then spelled aloud by the teacher so that each student can check his spelling letter by letter.
8. The student should then try to write the word from memory.
9. After the words for the day are thus studied, a brief test should be given to evaluate the extent to which the class has learned the words. Words missed by large numbers of pupils should be reviewed the following day.
10. Each day's lesson should include a review (as a portion of the daily test) of several words from the previous lesson.
11. Weekly tests should be given.
12. Study connected with spelling should include:
    - Alphabitizing
    - Words frequently confused
    - Plurals and possessives of nouns
    - Continents, countries, states, cities
    - Contractions
    - Abbreviations
    - Suffixes, prefixes, etc.

The primary factors in word recognition are accurate perception of and retention of the visual image of the word. The boys are apt to have difficulty in both areas. To help these pupils develop clearer perception and better retention of the word form:

1. See the word in context.
2. Say it and apply generalizations.
3. Copy it - note visual characteristics.
4. Write the word several times.
5. Cover the word and write it from memory.
6. Re-read from the context in which the word was first seen.

Teachers should make every effort to establish the following words as the year progresses:

## DOLCH WORD LIST

start
done
use
full
wash
eight
hurt
own
shall
both
these
first
write
those
never
been
clean
better
thank
want
our
which
every
gave
don't
pick
only
know
carry
wish
kind
try
any
show
does
much
his
out
stop
walk
before
under
as
but
then
fly
from
some
its
soon
old

for
down
play
it
always
got
bring
draw
off
fast
grow
because
best
were
read
found
if
get
ten
just
was
around
to
far
think
fall
could
find
small
goes
may
pull
their
light
open
hot
would
hold
very
buy
jump
I
this
three
an
yes
long
no
saw
had
come

like
who
did
going
that
they
run
away
came
now
live
laugh
warm
many
where
ate
tell
us
together
once
give
upon
please
why
tight
seven
has
went
made
sit
drink
keep
how
have
well
new
again
let
cut
eat
green
on
her
him
said
four
do
by
so
all

at
my
black
one
little
not
today
be
six
brown
good
can
look
are
too
over
myself
five
must
ask
sing
what
after
about
there
with
work
ran
or
say
of
take
put
funny
white
am
round
when
them
pretty
will
cold
sleep
here
call
help
ride
your
make
me

is
read
big
we
you
go
he
yellow
she
blue
up
and
into
see
in
the
two
a

# BASIC SPELLING LIST FOR GRADE TEN

**accomplish**
**acquire**
**annual**
**apparatus**
**argument**
**arguing**
**article**
**athletic**
**benefit**
**benefited**
**brilliant**
**changeable**
**chief**
**commit**
**committed**
**committee**
**control**
**controlled**
**criticism**
**dealt**
**decision**
**despair**
**develop**
**destroy**
**difference**
**disappoint**
**divine**
**environment**
**equipped**
**excellent**
**exercise**
**expense**
**experiment**
**finance**
**foreign**
**generally**

**grateful**
**guidance**
**holy**
**humorous**
**imaginary**
**imagination**
**immediately**
**intelligent**
**intelligence**
**island**
**judgment**
**knowledge**
**laboratory**
**license**
**likely**
**loneliness**
**magazine**
**medicine**
**morale**
**muscle**
**naturally**
**necessary**
**neighbor**
**nickel**
**noticeable**
**occasion**
**occasionally**
**occur**
**occurred**
**occurrence**
**official**
**opportunity**
**origin**
**original**
**peacable**
**permanent**

**personal**
**persuade**
**politician**
**possess**
**possession**
**practical**
**prefer**
**preferred**
**preparation**
**principal**
**principle**
**probably**
**professor**
**pursue**
**pursuit**
**quantity**
**realize**
**receipt**
**receive**
**regard**
**relieve**
**ridiculous**
**separate**
**shepherd**
**shoulder**
**sophomore**
**specimen**
**stretch**
**succeed**
**temperature**
**therefore**
**thorough**
**unusual**
**vegetable**
**wholly**

**Pupils should be encouraged to:**

1. Keep a permanent list of the words that you misspell.
2. Be sure you know the meanings of the words you misspell.
3. In your list write the words correctly and look at it carefully.
4. As you look at the word, sound out the syllables.
5. Find the spot in the word that gives you trouble.
6. Write the word correctly several times, sounding out the syllables as you write.
7. When you think you know the word, write it again and compare it with the correct spelling in your list.
8. Write a sentence using the word.
9. Test yourself the following day. Study again the words you miss a second time.

APPENDIX E

## SUPPLEMENTARY READING LIST FOR GRADE TEN

Ahern, Nell, Giles, Teen-Age Living
A frank and informal text on adolescent interests and problems, covering such subjects as dating, home and school relationships, personal appearance, attitudes toward sex and personality development.

Aldrich, Bess Streeter, A Lantern in Her Hand
An absorbing story of Abbie Deal in her pioneering experiences in Nebraska where she had come as a young bride.

Altscheler, Joseph A., Young Trailers
Story of the Daniel Boone country.

Andrews, Roy, Chapman, Under a Lucky Star
Autobiographical account revealing the author's hopes to become an explorer.

Annixter, Paul, Swiftwater
The boy, Bucky, takes over his injured father's job as trapper; thus facing many problems that will challenge young people.

Arnothy, Christine, I am Fifteen and I Don't Want to Die
The story of a young girl who experienced the horrors of invasion of Budapest by the Nazis and Russians, who fought for control.

Bachellor, Irving, Man for the Ages
Story of Lincoln's youth and early manhood.

Baker, Nina B., He Wouldn't Be King: Story of Simon Bolivar
A readable story about the liberator of South America.

Baker, Nina B., Juarez, Hero of Mexico
The story of an Indian orphan who became Mexico's Abraham Lincoln.

Beebe, William, Half Mile Down
Description of undersea adventure.

Bell, Margaret, Watch For a Tall White Sail
A girl discovers what she's made of when, in a fish saltery in Alaska, she faces new responsibility.

Berrill, Jacquelyn, Albert Schweitzer: Man of Mercy
As a boy, Albert Schweitzer developed sympathy and understanding even for the worms with which his friends baited their fish hooks. His sensitivity for all living things led him to his destiny as a great missionary doctor.

Bjorn, Thyra, Papa's Wife
A fiction-fact story of a sixteen-year-old who, as housekeeper for a minister, entertains hopes of becoming his wife.

Bolmer, Edwin, When Worlds Collide and After Worlds Collide
Two planets hurtle toward earth, one to destroy the earth, the other to become a new home for the survivors. This book has thrilling accounts of space ships.

Booth, Esma, Kalena
Reluctant to accept an arranged marriage, an African girl willingly accepts a chance to attend school.

Brickhill, Paul, Reach for the Sky
A British aviator conquerors a great physical handicap and becomes one of the greatest heroes of his country during the Second World War.

Brown, Marguerite, Sarah
The thoughtful novel about a girl determined to become a concert pianist, despite the adversity the family suffers after the death of the father.

Buck, Pearl, Letter from Peking
This is a story of separation of a repatriated American woman from her idealistic Chinese husband, who remains in Red China to help his oppressed people.

Burford, Virgil, North to Danger
A good story about an American seeking his fortune in Alaska.

Burgess, Leonard, The Rookie Fights Back
Undersized Herman Sherman fights for success on a major league team.

Christie, Agatha, What Mrs. McGillicuddy Saw!
An intriguing Mystery

Clark, Ann Nolan, Santiago
A Guatemalan boy is adopted into a Spanish home, where he is confronted with a difficult choice.

Clark, Glenwood, G., Thomas Alva Edison
Simple life-story of Edison written in non-technical language.

Clemens, Samuel L., (Mark Twain), Huckleberry Finn
The popular story captures the spirit of American life on the Mississippi through the adventures of a boy and his companions.

Clemens, Samuel L., Joan of Arc
An imaginary knight of the fifteen century recalls the charm and fascination of St. Joan.

Coleman, Pauline H., The Different One
In a biology class, Ella Dillon sleepily learns something about heredity and comes to the mistaken conclusion that she is adopted.

Craig, Margaret, Now that I'm Sixteen
Beth, who makes the highest grades scholastically, nevertheless rates the lowest in personality, until her friendship with Chip gives her a new perspective on life.

Crane, Stephen, The Red Badge of Courage
This is a psychological story of a boy of Civil War days who experienced both cowardice and courage.

De Angulo, Jamie, Indian Tales
Tales told from the point of view of strange animals and gods.

Day, Clarence, Life with Father
The experiences of the Day family provide an interesting study of turn of the century customs and ideas.

Day, Donald, Will Rogers
Stories of Will Rogers' adventures and escapades.

Dolan, Mary, Hannibal of Carthage
The story of Hannibal who dared cross the Alps with elephants.

Dolson, Hildegarde, We Shook the Family Tree
In hopes of becoming a dazzling beauty, Hildegarde saves her money to purchase a beauty preparation. This is the center of many family activities.

Doyle, Arthur Conan, Adventure of Sherlock Holmes
Short stories about the famous detective.

Emery, Anne, First Love, True Love
Pat, a junior in high school, feels left out of things because her former "steady" is away at college.

Emery, Anne, Going Steady
What does it take to "go steady" seriously as do Sally and Scotty? Is it all you desire?

Felton, Harold W., New Tall Tales of Pecos Bill
Imaginative tales told by fantastic three-fingered Ike.

Fenner, Phyllis R., Heroes, Heroes, Heroes!
Stories about heroes in both fact and fiction.

Ferber, Edna, Cimarron
Yancy Cravat, gunman, dreamer, wife deserter, participates in the homesteading rush into Oklahoma in '89.

Frank, Anne, The Diary of Anne Frank
One of the most authentic accounts of World War II recorded is an autobiography of a young girl whose family hid, rather than fled, Nazi tyranny.

Freethy, Vernon F., Assignment in Danger
A seventeen-year-old boy, arrested by the communists, succeeds in carrying out his mission.

Gibson, Althea, I Always Wanted to Be Somebody
America's outstanding tennis player gives an account of her success story.

Gilbreth, Frank, and
Carey, Ernestine, Belles on Their Toes
The Gilbreths, Mother and eleven children, carry on after the death of Dad in some of the funniest of American family adventures.

Gilbreth, Frank, and
Carey, Ernestine, Cheaper by the Dozen
A hilarious story of a father's efforts to organize his family into a team, as a test of his studies of motion.

Goodin, Peggy, Clementine
From tomboy playmate of Hank, Clementine grows up to be the shy wearer of his Hi-Y pin.

Gunther, John, Death Be Not Proud
The story of Gunther's seventeen-year-old son's brave fight against a fatal malady.

Haig-Brown, Roderick, Mounted Police Patrol
A situation story in which a boy who grew up hating police is suddenly forced to live with an uncle who is a mounted policeman.

Hannum, Alberta, Spin a Silver Dollar
Two young Americans buy an Indian trading post where they meet a Navajo boy, who teaches them to understand the Indian way of life.

Helmericks, Constance, We Live in Alaska
An account of a young couple's adjustment to a new home in Alaska.

Hess, Fjeril, Buckaroo, a Story of Pinon Ranch
The adventures of an Eastern girl teaching in a ranch school.

Heyerdahl, Thor, Aku-Aku: The Secret of Easter Island
Mr. Kon-Tiki sets out to prove that the red-haired race on Easter Island came from Chile.

Heylinger, William, Steve Merril, Engineer
Steve solves a mystery and finds a way to finish college.

Hilton, James, Goodbye, Mr. Chips
The story of a master at an English school, whose humor and wisdom make his students respect and remember him.

Hunt, Sir John, Conquest of Everest
An account of the planning and the undertaking of climbing the world's highest mountain.

Husted, Helen M., Love Poems of Six Centuries
Poets sing of love, fulfillment, pain of parting, constantly reiterating love as the center of life.

Hyman, Mac, No Time For Sergeants
Will Stockdale, a lanky Georgian, almost wrecks the army with his adventures and misadventures.

Jackson, Helen Hunt, Ramona (adapted version by Olive Eckerson)
This is the love story of an Indian, Allesandro, and a Spanish girl, Ramona who are almost kept apart by racial prejudice. Old Mexico is the setting.

Johnson, James Weldon, Along This Way
An adventurous autobiographical account of a prominent American Negro, told in an informative way to create understanding among American people.

Jordan, Mary Louise, The Young Brontes
The biography of four young girls who, nurturing their imagination in their close knit life together, later created the immortal stories of Jane Eyre, Wuthering Heights and others.

Keith, Agnes, Bare Feet in the Palace
The author tells her own experiences of sharing the family life of a Philippine family.

Keller, Helen Adams, Teacher: Anne Sullivan Macy
The courageous, blind, deaf-mute, Helen Keller pays tribute to the teacher who led her out of the darkness.

Kipling, Rudyard, Kim
Kim, son of an Irish soldier, is orphaned, and later found by soldiers of hi father's regiment and sent to school among the Hindus of India.

Landis, Paul H., Your Dating Days
A straight forward and readable treatment of dating, courtship, engagements, and problems of early married life.

Latham, John H., The Meskin Hound
A mongrel boy and a mongrel hound grow up and fight their way to maturity in the ranches of Western Texas - a colorful, and true-to-life story.

Lawson, H. L., Pitch Dark and No Moon
Kel's first year with the Coast Guard on Lake Huron is spent in breaking up a smuggling ring.

Lawson, Robert Ben and Me
The story of Ben Franklin's life as he told it to his good mouse, Amos.

Lawson, Robert, Mr. Wilmer
Mr. Wilmer's encounter with the policeman's mounted horse that talked.

L'Engle, Madalein, And Both Were Young
The romance of an American girl who spends a year in a boarding school in Switzerland.

Lewiton, Mina, Cup of Courage
A sensitively written story of a teen-ager whose father is an alcoholic.

Liang, Yen, Daughter of the Khans
Liang, the daughter of a conservative Mongol family in Peking, breaks away from her family to learn more about the world.

Lofting, Hugh, The Story of Doctor Dolittle
The story of a doctor whose love for animals almost equals his love for people.

Lord, Walter, A Night to Remember
The dramatic story of the sinking of the great "unsinkable" Titanic.

Machetanz, Frederick, Panuck, Eskimo Sled Dog
The story of an Eskimo boy and his dog.

MacInnes, Helen, North From Rome
A fast moving mystery tale with unusual literary style and suspense.

Manley, Seon, Teen-Age Treasury for Girls
An absorbing collection of both fiction and biography chosen from the broad field of literature, past and present.

Masefield, John Bird of Dawning
A China clipper ship furnishes excitement in a race for the "London Prize."

Meader, Stephen W., River of Wolves
Young Dave, captured by the Indians, learns to face the dangers and hardships of life in the wilderness.

Means, Florence C., The House Under the Hill
A Spanish-American girl in a small New Mexican village tries to bring improvement in her community by establishing a health unit in the town.

Means, Florence C., Reach for a Star
New interests as a freshman at Fisk University help Toni Deval forget her disappointments.

Menninger, William C., Blueprint for Teen-Age Living
The writer, a famous psychologist, stresses emotional growth, personality development, honesty, and many other problems of concern to youth.

Mirza, Youel B., The Young Tentmaker
The boyhood story of the Persian poet, Omar Khayyam. The exotic descriptions of life in ancient Persia are real.

Moody, Ralph, Little Britches
A heart warming tale of a boy's growing up at the turn of the century.

Moore, Ruth, Jeb Ellis of Candlemas Bay
Jeb, seventeen, learns the hard way how to become a fisherman, and how to accept responsibility.

Mudra, Marie, Look Beyond Tomorrow
When a coveted job of editor goes to a girl, Dave Miller learns some valuable lessons about life.

Neider, Charles, (ed.) The Complete Short Stories of Mark Twain
A chronological compilation of the shorter works of Mark Twain, fiction and non-fiction.

Meader, Stephen W., Model Tommy
This is a success story of a trucking business that started with a Model-T truck.

O'Brien, John, Silver Chief to the Rescue
The story of a dog in the Northwest that saved many lives.

Ogilvie, Elizabeth, Whistle for a Wind
The story of the admission of Maine to the Union and of the adventures of pioneers along the rugged coast of Maine.

Pangborn, Edgar, West of the Suns
Lucifer, a planet inhabited by giants and pygmies, is the scene of a battle involving five innocent earthmen.

Papashvily, George and Helen, Anything Can Happen
George and Helen, immigrants with a burning desire to stay in America, learn how to suffer and how to laugh in the American way.

Parker, Elinor, (ed.) One Hundred Poems About People
A panoramic collection from Abraham Lincoln to Gore.

Pease, Howard, The Dark Adventure
Suffering from the loss of memory and the loss of money, the hero undergoes some terrifying experiences.

Pease, Howard, The Jim Ship
A boy's adventure on a tramp steamer from New York to the Caribbean.

Pyle, Howard, Man of Iron
A colorful tale of a boy's attempt to become a knight during the days of chivalry.

Rawlings, Marjorie K., The Yearling
A novel, written in simple, beautifully descriptive language, about the growing up years of a boy, who learns responsibilities through the adoption and care of a young deer.

Ross, Ishbel, Angel of the Battlefield
Clara Barton, working as a nurse during the Civil War, tends wounded soldiers on the battlefields and brings into existence the Red Cross organization.

Sandburg, Carl, Prairie Town Boy
A personal account of his own boyhood.

Service, Robert, The Spell of the Yukon
Rough men and quick guns of the Alaska gold rush provide theme and setting for this collection of poems.

Simon, Charlie May, The Sun and the Birch
By depicting the contrasting early lives of Crown Prince Akihito and Crown Princess Michiko, the author describes their marriage as a "product and symbol of changing Japan". It provides opportunity for understanding customs of others.

Skinner, Cornelia Otis and
Kimbrough, Emily, Our Hearts Were Young and Gay

Two high-spirited American girls have some thrilling adventures during a summer in Europe.

Steffens, Lincoln, Boy on Horseback

From the autobiography, this book of the boyhood of Lincoln Steffens has unusual appeal for high school students.

Sterling, Dorothy, Mary Jane

Entering the newly integrated junior high school in a community in the deep South presents many problems to the Negro teen-ager, who learns how to form friendships and compatible relationships.

Stuart, Jesse, Hie to the Hunters

The conflict between hunters and farmers precipitates a feud in the community when Hargis leaves home to live in the hills.

Sze, Mai-Mai, Echo of a Cry

A chinese girl finds adjustment to China tragically difficult after her schooling in England and America.

Tarry, Ellen, The Third Door

A fair-skinned American Negro relates her story of joys and sorrows in New York City during the depression years when she was struggling as a teacher and writer.

Tunis, John R., A City for Lincoln

Frustrated by political leaders in his efforts to establish a Juvenile Aid Division, Don Henderson runs for mayor, with plenty of juvenile support.

Van Druten, John, I Remember Mama

This story depicts the family life of some Norwegian-Americans at the turn of the century.

Webster, Jean, Daddy Long Legs

Letters from an orphan to her benefactor about college life are woven into this romance.

Wells, Herbert G., War of Worlds

A science-fiction adventure of the invasion of Earth by men of Mars.

Westerveld, Virginia, Getting Along in the Teen-Age World

This book, written in simple and readable language, gives wise counseling on family relationships, friendships, and dating.

Wheeler, Opal, and
Dencher, Sybil Mozart, the Wonder Boy

Life story of the famous composer.

White, Anne Terry, Prehistoric America

The story of animal life during prehistoric times, written by an archeologist.